

# Lakewood Elementary School



2015-16 School Improvement Plan

## Lakewood Elementary School

4151 6TH ST S, St Petersburg, FL 33705

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

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
71%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
91%

### School Grades History

| Year  | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|-------|---------|---------|---------|---------|
| Grade | F       | D       | C       | D       |

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

| DA Category | Region            | RED                         |
|-------------|-------------------|-----------------------------|
| Priority    | 4                 | <a href="#">Jim Browder</a> |
| Former F    | Turnaround Status |                             |
| No          |                   |                             |





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

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

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

Lakewood Elementary's vision is success for all students: no exceptions, no excuses.

#### School Environment

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

A comprehensive needs assessment was conducted in the Spring of 2015 by TNTP, a national non-profit working with the school and district to build leadership and teacher capacity as well as student outcomes. The assessment consisted of the following: Observations lasting approximately 20 minutes in all core subject area classrooms. TNTP's Core Teaching Rubric was used to provide a common metric. Focus groups with students, teachers, and instructional coaches. While questions varied somewhat depending on the stakeholder group, there were consistent lines of inquiry (e.g., sense of belonging, instructional quality) across the focus groups. Interviews with building leaders. TNTP conducted a deep dive interview with the building leaders to better understand her/his impressions of the state of the school. Additionally and on a separate occasion, TNTP also interviewed building leaders to hear them reflect on their 2014-2015 Title I plan and investments. Analysis of teacher survey data. TNTP conducted its Insight (Instructional Culture) Survey in the winter of 2015 at the school. Teachers were asked to assess the school, and in particular the school leader, in terms of the critical levers of school improvement – learning environment, observation and feedback, peer culture, leadership, professional development, etc. Analysis of extant data, especially student data (e.g., behavior, attendance, academics). The staff will be working with TNTP to examine and provide coaching on the practices within the school and classroom. The staff at Lakewood will also be receiving professional development from the district Office of Community Involvement through out the year as a part of the district support for low performing elementary schools.

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

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

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



Lakewood has a School-Wide Behavior Plan which includes clear Guidelines for Success, School Rules, classroom point system and weekly and monthly incentives. Additionally, the school wide behavior plan includes positive behavior supports that includes a student discipline tracker system as we move towards a supportive culture of learning.

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

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

**Early Warning Systems**

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

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

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

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

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

| Indicator                       | Grade Level |    |    |    |    |    | Total |
|---------------------------------|-------------|----|----|----|----|----|-------|
|                                 | K           | 1  | 2  | 3  | 4  | 5  |       |
| Attendance below 90 percent     | 15          | 12 | 18 | 10 | 8  | 5  | 68    |
| One or more suspensions         | 4           | 16 | 22 | 13 | 15 | 9  | 79    |
| Course failure in ELA or Math   | 0           | 0  | 0  | 0  | 0  | 0  |       |
| Level 1 on statewide assessment | 0           | 0  | 0  | 17 | 19 | 13 | 49    |
| Retention                       | 5           | 3  | 11 | 29 | 14 | 3  | 65    |

*The number of students identified by the system as exhibiting two or more early warning indicators:*

| Indicator                                  | Grade Level |    |    |    |    | Total |
|--|-------------|----|----|----|----|-------|
|  | 1           | 2  | 3  | 4  | 5  |       |
| Students exhibiting two or more indicators | 6           | 13 | 21 | 24 | 13 | 77    |

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

To support the core and due to the fact that a large percentage of students are at level 1 and 2 and the school has a school wide reading intervention for all students. This district designed intervention occurs in the extended reading block. In addition to the large number of behavioral referrals, the

school implements a school wide Positive Behavior Plan that includes tracking all students behavior through a class wide point sheet and/or a student discipline tracker. The school also has increased the required positive to negative ratio of interaction from 3:1 to 5:1 in all classrooms. Students identified in the early warning system, experience additional Tier II and Tier III academic and behavioral supports based on the specific needs of the individual students. For example: Students in Tier II and Tier III have a specially designed researched based interventions to better meet their learning, or behavioral, deficiencies. (For example: Jan Richardson (during intervention time) for academics, and Personalized Positive Behavior Plan for students needing additional behavioral supports.)

## Family and Community Involvement

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

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

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

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

#### **Description**

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

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Lakewood Elementary School has a Family Community Liaison who works to seek out community partnerships. The Principal is also active in the community and invites community organizations to provide services, professional development, and partnerships with the school.

Additionally, Lakewood Elementary currently has partnerships with Suncoast Mental Health Services, Juvenile Welfare Board, and Big Brothers/ Big Sisters.

The following programs are partnered with Lakewood Elementary School to move towards highest students' achievement.

- Suncoast Counselor On-Site
- Additional Priority Referrals for Other Suncoast In-Home Family Programs
- PEMHS Systems Navigator On-Site
- Pack-A-Snack Nourish to Flourish
- Shoes that Fit Rack Room Shoes
- R'Club
- iClass Office of Strategic Partnerships
- Girlfriends

## Effective Leadership

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

## School Leadership Team

### Membership:

| Name                 | Title               |
|----------------------|---------------------|
| Kidd, Cynthia        | Principal           |
| Anthony, Adrian      | Assistant Principal |
| Baker, John          | Assistant Principal |
| Early, Michelle      | Instructional Coach |
| Jennifer, Zakrzewski | Instructional Coach |
| Winters, Valene      | Instructional Coach |

### Duties

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

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

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

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

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

## School Advisory Council (SAC)

### Membership:

| Name               | Stakeholder Group          |
|--------------------|----------------------------|
| Mary Holland       | Parent                     |
| Daphe Lampley      | Parent                     |
| Mallori Watson     | Education Support Employee |
| April Ash          | Teacher                    |
| Diane Lewis        | Teacher                    |
| Micheal Strickland | Parent                     |
| Eric Ford          | Parent                     |
| Marilyn Sowell     | Business/Community         |
| Melissa Seixas     | Business/Community         |
| Lydia Arana        | Parent                     |

### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

*Development of this school improvement plan*

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

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

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

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

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

No

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

### Literacy Leadership Team (LLT)

#### Membership:

| Name            | Title               |
|-----------------|---------------------|
| Kidd, Cynthia   | Principal           |
| Dorn, Jennifer  | Teacher, ESE        |
| Early, Michelle | Instructional Coach |
| Winters, Valene | Instructional Coach |

### Duties

**Describe how the LLT promotes literacy within the school**

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

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

## Public and Collaborative Teaching

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

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

All grade levels have a 50 minute common planning time everyday. There is a team leader for each grade level who facilitates the grade level collaborative planning. Team leaders applied for the position of team leader and provided evidence of ability to lead the team. Lakewood also has a full time Literacy and Math coach who meet with the teams weekly to support effective planning. Science is supported bi-weekly with planning from a science coach assigned to Lakewood 50%.

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

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

1. Frequent celebrations in and out of school for staff
2. Collecting input from teachers in a systematic way in addition to Open Door policy
  - a. Preschool staff survey
  - b. Mid semester survey of climate
  - c. end of year climate survey
3. On going professional development to provide support in areas of need
4. Lakewood has preferential hiring practices for obtaining teaching staff
  - a. Instructional staff \$3,00.00 recruitment incentive bonus

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

Mentors are provided training by the school district to ensure mentors are suitable for assisting and following all guidelines. Kimberle Noorbakhsh is the lead mentor who facilitates meeting with mentors and mentees. Teachers are paired in a variety of ways: same grade/subject levels, support for classroom management, and experience. Principal, Cynthia Kidd will meet monthly with new teachers to discuss needs/questions/concerns. Monthly agendas are fluid and planned a month in advance to afford opportunity to mentees to request additional information or support on a topic.

Data chats to be held monthly

A tentative plan to be followed include:

August-Getting to know Lakewood-Classroom Management/PBS/MTSS

September-Culture Competency- Classroom Management/PBS/MTSS

October- Classroom Management/PBS/MTSS

November-Development

December-Parent Conferences

January- Climate/Culture Check

February-Reflections/Celebrations

March-Curriculum Round Table

April- Testing

May- Review of DP/Goals

June-Celebration/Finale

2015-2016 additional teachers were paired with mentors to increase the support for academics and classroom management. Presently, five/ first year teachers from 2014-2015 will still receive support from a school based mentor throughout the 2015-16 year.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

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

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

#### Instructional Strategies

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

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

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 5,400

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

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

Small group interventions based upon the diagnostic needs of the students will be provided by trained staff members (to include paraprofessionals) that may include one or more of the following: IStation, Guided Reading, LLI, Word Work. Small groups are adjusted based upon on-going progress monitoring to meet the academic needs of the students.

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

### **Strategy Rationale**

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

### **Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

### **Person(s) responsible for monitoring implementation of the strategy**

Baker, John, bakerjoh@pcsb.org

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

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

## **Student Transition and Readiness**

### **PreK-12 Transition**

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

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

Pre-K students participate in an orientation in the spring, open house, early registration in January, partnership between Head Start and Lakewood Elementary School. VPK teachers collaborate with Lakewood Elementary Kindergarten teachers to ensure a smooth transition to Kindergarten. Lakewood will be working with students in intermediate grades to support the transition to Middle School through the full implementation of AVID in grades 4 and 5.

### **College and Career Readiness**

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

Grades 4 and 5 will be using AVID strategies and support the transition of the outgoing fifth grades into AVID programs in the Middle School. Lakewood will be partnering with the feeder Middle Schools to have parents of outgoing fifth graders learn more about the AVID program in Middle School. Grade 5th teachers with coordination from guidance counselor will attend and host vertical articulations with feeder middle schools teachers twice a year to occur in January and May 2016. Plan developed with middle school for 8th grade AVID students to mentor fifth grade AVID students as well as a partnership developed with Lakewood High School for student tutors to assist students in reading, math, and science.

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

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

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.



## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step    **S123456** = Quick Key

## Strategic Goals Summary

- G1.** Increase African American student reading proficiency rates from 17% to 70% using the results of Florida Standards Assessment comparisons.
- G2.** Increase student proficiency rates at each grade level and by each student subgroup to meet or exceed the District Average using Florida Standards Assessment comparisons: Reading: 19% to 70%; in math proficiency from 15% to 70% and increase Reading LG from 53% to 70%; math LG from 41% to 70%; science 26% to 70%.
- G3.** Improve the climate and culture of the learning environment as measured by the decrease in student referral and suspension rate by 25%.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1. Increase African American student reading proficiency rates from 17% to 70% using the results of Florida Standards Assessment comparisons.** 1a

G065384

**Targets Supported** 1b

| Indicator                      | Annual Target |
|--------------------------------|---------------|
| AMO Reading - African American | 56.0          |

**Resources Available to Support the Goal** 2

- Additional resources in classrooms consisting of teacher and paraprofessional, trained teachers(3) to teach small group instruction in addition to classroom, resources from Title I center(culturally responsive teaching), and ongoing book studies led by MTSS coach.

**Targeted Barriers to Achieving the Goal** 3

- Lack of literary resources available to design instructional lessons that are custom fit to match the students' culture.

**Plan to Monitor Progress Toward G1.** 8

SBLT reviews common assessment data to monitor impact of strategy

**Person Responsible**

Valene Winters

**Schedule**

Biweekly, from 10/5/2015 to 6/2/2016

**Evidence of Completion**

SBLT minutes and agenda that reflect data review

**G2.** Increase student proficiency rates at each grade level and by each student subgroup to meet or exceed the District Average using Florida Standards Assessment comparisons: Reading: 19% to 70%; in math proficiency from 15% to 70% and increase Reading LG from 53% to 70%; math LG from 41% to 70%; science 26% to 70%. **1a**

G062774

**Targets Supported** **1b**

| Indicator                                      | Annual Target |
|--|---------------|
| FSA - English Language Arts - Proficiency Rate |               |
| Math Proficiency District Assessment           |               |
| Science Proficiency District Assessment        | 70.0          |
| FSA - English Language Arts - Proficiency Rate |               |
| FCAT 2.0 Writing Proficiency                   |               |

**Resources Available to Support the Goal** **2**

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

**Targeted Barriers to Achieving the Goal** **3**

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

**Plan to Monitor Progress Toward G2.** **8**

SBLT reviews common assessment data to monitor impact of strategy

**Person Responsible**

Valene Winters

**Schedule**

Monthly, from 10/5/2015 to 6/2/2016

**Evidence of Completion**

SBLT minutes and agenda that reflect data review

**G3.** Improve the climate and culture of the learning environment as measured by the decrease in student referral and suspension rate by 25%. 1a

G062775

**Targets Supported** 1b

| Indicator | Annual Target |
|-----------|---------------|
|-----------|---------------|

2+ Behavior Referrals

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

- Uniform and consistent implementation

**Plan to Monitor Progress Toward G3.** 8

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

**Person Responsible**

Cynthia Kidd

**Schedule**

Monthly, from 10/1/2015 to 6/1/2016

**Evidence of Completion**

A decrease in prior year referral and suspension rate each month

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Increase African American student reading proficiency rates from 17% to 70% using the results of Florida Standards Assessment comparisons. **1**

 G065384

**G1.B1** Lack of literary resources available to design instructional lessons that are custom fit to match the students' culture. **2**

 B168976

**G1.B1.S1** Literacy coach and teachers develop rigorous reading lessons for both small and whole group instruction using African American literature as anchor texts in order to deepen higher order thinking and questioning skills. **4**

 S180614

### Strategy Rationale

Based on reserach article,"But That's Just Good Teaching",students will have the opportunity of being educated through their culture.

### Action Step 1 **5**

Purchase(Title I) of African American literature in a range of levels to match the instructional and independent levels of African American students to improve reading proficiency rates.

### Person Responsible

Adrian Anthony

### Schedule

Biweekly, from 9/14/2015 to 6/2/2016

### Evidence of Completion

Formative assessments utilized, evidence and results of collaboration, and student work through the use of journaling.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Biweekly data review with Leadership Team. Ongoing discussion through teacher planning sessions with Literacy Coach.

**Person Responsible**

Valene Winters

**Schedule**

Biweekly, from 9/16/2015 to 6/2/2016

***Evidence of Completion***

Lesson plans that include African American studies. Planning sessions collaboration feedback minutes with teacher reflection notes.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Walk thru data, teacher reflection, and feedback on lesson plans. Collaborative brainstorming chats between teachers and leadership team.

**Person Responsible**

Valene Winters

**Schedule**

Weekly, from 9/16/2015 to 6/2/2016


***Evidence of Completion***

Lesson plans, formative student data, and minutes of collaboration meetings.

**G2.** Increase student proficiency rates at each grade level and by each student subgroup to meet or exceed the District Average using Florida Standards Assessment comparisons: Reading: 19% to 70%; in math proficiency from 15% to 70% and increase Reading LG from 53% to 70%; math LG from 41% to 70%; science 26% to 70%. **1**

 G062774

**G2.B5** Lack of understanding of differentiated instruction within the core instructional time to meet the needs of students **2**

 B161347

**G2.B5.S1** Based on instructional walkthrough data, 100% of teachers will utilize data, rubrics/scales/ learning goals, and formative/summative assessments in developing and purposely implementing rigorous, engaging and differentiated lessons 80% of the time. **4**

 S172822

### Strategy Rationale

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

### Action Step 1 **5**

Identify and implement math (MFAS, Teacher generated, etc.) formative assessments to guide instruction

#### Person Responsible

Zakrzewski Jennifer

#### Schedule

Weekly, from 9/7/2015 to 6/2/2016

#### Evidence of Completion

Formative assessments utilized and results analyzed evident in common planning meetings

### Action Step 2 **5**

Implement four-step problem solving process to aggregate data: Predict, Visualize, Observe/ Wonder, Next Steps

#### Person Responsible

Zakrzewski Jennifer

#### Schedule

Weekly, from 9/28/2015 to 6/2/2016

#### Evidence of Completion

Planning meeting minutes

**Action Step 3** 5

Implement Soar to Success with fidelity

**Person Responsible**

Zakrzewski Jennifer

**Schedule**

Every 6 Weeks, from 9/1/2015 to 6/2/2016

**Evidence of Completion**

Instructional strategies included in Lesson Plans reflect both core and interventions

**Action Step 4** 5

Identify and use formative assessments available in reading

**Person Responsible**

Michelle Early

**Schedule**

Weekly, from 9/1/2015 to 6/2/2016

**Evidence of Completion**

Assessment results

**Action Step 5** 5

Implement four-step problem solving process to aggregate data: Predict, Visualize, Observe/  
Wonder, Next Steps

**Person Responsible**

Michelle Early

**Schedule**

Weekly, from 9/1/2015 to 6/2/2016

**Evidence of Completion**

Planning meeting minutes



### Action Step 6 5

Identify and implement differentiated instructional methods to support students' learning based on assessment results

**Person Responsible**

Michelle Early

**Schedule**

Weekly, from 9/1/2015 to 6/2/2016

***Evidence of Completion***

Lesson Plans that included differentiated instruction in reading

### Action Step 7 5

Identify and use formative assessments available in science

**Person Responsible**

Tiffani Vinson

**Schedule**

Weekly, from 9/7/2015 to 6/2/2016

***Evidence of Completion***

Formative assessments utilized and results analyzed as evident in common planning meetings

### Action Step 8 5

Implement four-step problem solving process to aggregate data: Predict, Visualize, Observe/Wonder, Next Steps

**Person Responsible**

Tiffani Vinson

**Schedule**

Weekly, from 9/7/2015 to 6/2/2016

***Evidence of Completion***

Planning meeting minutes

**Action Step 9** 5

Identify and implement differentiated instructional methods to support students' learning based on assessment results

**Person Responsible**

Tiffani Vinson

**Schedule**

Weekly, from 9/7/2015 to 6/2/2016

***Evidence of Completion***

Instructional strategies included in Lesson Plans reflect both core and interventions

**Plan to Monitor Fidelity of Implementation of G2.B5.S1** 6

Monitor Implementation of Lesson Plans by grade level teachers

**Person Responsible**

Michelle Early

**Schedule**

Biweekly, from 9/7/2015 to 6/2/2016

***Evidence of Completion***

Data collected by coach during monthly walkthrough

**Plan to Monitor Fidelity of Implementation of G2.B5.S1** 6

Monitoring Implementation of Lesson Plans by grade level teachers

**Person Responsible**

Zakrzewski Jennifer

**Schedule**

Biweekly, from 9/7/2015 to 6/2/2016

***Evidence of Completion***

Data collected by coach during monthly walkthrough

**Plan to Monitor Fidelity of Implementation of G2.B5.S1** 6

Monitoring Implementation of Lesson Plans by grade level teachers

**Person Responsible**

Tiffani Vinson

**Schedule**

Biweekly, from 9/7/2015 to 6/2/2016

***Evidence of Completion***

Data collected by coach during monthly walkthrough

**Plan to Monitor Effectiveness of Implementation of G2.B5.S1** 7

SBLT reviews evidence of grade level common planning and monthly content area coaches walkthrough data

**Person Responsible**

John Baker

**Schedule**

Weekly, from 9/7/2015 to 6/2/2016

***Evidence of Completion***

Lessons that included differentiated instruction observed in classroom walk through visits and in lesson planning

**G2.B5.S2** Based on instructional walkthrough data, 100% of teachers will engage students in instructional activities 80% of the time that included higher order thinking skills and questioning that supports higher student achievement and student success with LAFS within all academic areas. 4

 S172823

### Strategy Rationale

Increase the use of targeted small group instruction

### Action Step 1 5

Additional personnel (paraprofessionals and intervention teachers) will provide direct support with instruction of students in small group settings

#### Person Responsible

Adrian Anthony

#### Schedule

Daily, from 9/7/2015 to 6/2/2016

#### Evidence of Completion

Schedule of push-in support personnel; observation of personnel in the classroom; evidence of planned intervention to be utilized with push in support; minutes and agendas from district provided monthly training

### Plan to Monitor Fidelity of Implementation of G2.B5.S2 6

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

#### Person Responsible

Michelle Early

#### Schedule

Biweekly, from 9/7/2015 to 6/2/2016

#### Evidence of Completion

Observational data, grouping data and lesson plans with evidence of tasks designated to the paraprofessionals.

**Plan to Monitor Effectiveness of Implementation of G2.B5.S2 7**

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

**Person Responsible**

Valene Winters


**Schedule**

Monthly, from 9/7/2015 to 6/2/2016


**Evidence of Completion**

Agenda and minutes from SBLT will reflect review of reading data disaggregated by extended reading learning groups

**G3. Improve the climate and culture of the learning environment as measured by the decrease in student referral and suspension rate by 25%. 1**

 G062775

**G3.B2 Uniform and consistent implementation 2**

 B161349

**G3.B2.S1 School will implement and monitor School Wide Behavior Plan. 4**

 S172824

**Strategy Rationale**

Implementation with fidelity is required to determine effectiveness

**Action Step 1 5**

Provide monthly professional development to focus on understanding behavior and the implementation of effective classroom behavior management strategies

**Person Responsible**

Stephanie Marino

**Schedule**

Monthly, from 9/7/2015 to 5/2/2016

**Evidence of Completion**

Staff meeting minutes and agenda

## Action Step 2 5

Monitor implementation of school wide behavior plan through fidelity checks

### **Person Responsible**

Cynthia Kidd

### **Schedule**

Monthly, from 9/1/2015 to 6/2/2016

### **Evidence of Completion**

Observable use of point system; posted school wide rules; direct instruction with students on Guidelines for Success; school rules; data collected in STOIC walkthroughs and CHAMPS practices for activities.

## Action Step 3 5

SBLT will review discipline data to begin problem solving process as needed

### **Person Responsible**

Stephanie Marino

### **Schedule**

Monthly, from 9/1/2015 to 6/2/2016

### **Evidence of Completion**

SBLT meeting agenda and minutes

## Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

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

### **Person Responsible**

Cynthia Kidd

### **Schedule**

Monthly, from 9/9/2015 to 4/13/2016

### **Evidence of Completion**

Teachers utilizing point system; interviews with students provide evidence of student understanding; STOIC walkthroughs; problem solving based on data collection captured in meeting minutes and agendas

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

SBLT monitors Foundations Team and problem solving done with USF partnership

**Person Responsible**

Cynthia Kidd

**Schedule**

Monthly, from 9/1/2015 to 6/2/2016

**Evidence of Completion**

Decrease in referral and suspension rate by 10%

**G3.B2.S4** Increase opportunities for parents and families to support a positive climate and culture for learning: Mental Health Advocates, Suncoast Counselor On-Site, Additional Priority Referrals for Other Suncoast In-Home Family Programs, PEMHS Systems Navigator On-Site, Pack-A-Snack Nourish to Flourish, Shoes that Fit Rack Room Shoes, R'Club -iClass, Office of Strategic Partnerships, Girlfriends

4

 S172827

**Strategy Rationale**

Parent involvement increases student achievement

**Action Step 1** 5

Increase communication between home and school

**Person Responsible**

Adrian Anthony

**Schedule**

Daily, from 9/1/2015 to 6/2/2016

**Evidence of Completion**

Signed daily agendas; completed homework; and attendance at student lead conferences

**Action Step 2** 5

Increase family engagement opportunities

**Person Responsible**

Ashlee Ford

**Schedule**

Monthly, from 9/1/2015 to 6/2/2016

**Evidence of Completion**

Parent/ Family meetings; Parent Contracts; Parent Teacher Conferences each semester

**Plan to Monitor Fidelity of Implementation of G3.B2.S4** 6

SBLT will review attendance and agenda usage data to begin problem solving

**Person Responsible**

Ashlee Ford

**Schedule**

Monthly, from 9/1/2015 to 5/2/2016

**Evidence of Completion**

Meeting Agendas and minutes from SBLT

**Plan to Monitor Effectiveness of Implementation of G3.B2.S4** 7

Utilize data from mid-year student climate survey to determine effectiveness of creating a positive learning environment

**Person Responsible**

Adrian Anthony

**Schedule**

On 2/5/2016

**Evidence of Completion**

Survey data and evidence of Foundations using the data for problem solving

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*



**Pinellas - 2021 - Lakewood Elementary School - 2015-16 SIP**  
Lakewood Elementary School

| Source      | Task, Action Step or Monitoring Activity   | Who                  | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/End Date      |
|-------------|--|----------------------|-------------------------------|---|------------------------|
| G2.B5.S1.A1 | Identify and implement math (MFAS, Teacher generated, etc.) formative assessments to guide instruction   | Jennifer, Zakrzewski | 9/7/2015                      | Formative assessments utilized and results analyzed evident in common planning meetings   | 6/2/2016 weekly        |
| G2.B5.S2.A1 | Additional personnel (paraprofessionals and intervention teachers) will provide direct support with instruction of students in small group settings  | Anthony, Adrian      | 9/7/2015                      | Schedule of push-in support personnel; observation of personnel in the classroom; evidence of planned intervention to be utilized with push in support; minutes and agendas from district provided monthly training | 6/2/2016 daily         |
| G3.B2.S1.A1 | Provide monthly professional development to focus on understanding behavior and the implementation of effective classroom behavior management strategies                                   | Marino, Stephanie    | 9/7/2015                      | Staff meeting minutes and agenda  | 5/2/2016 monthly       |
| G3.B2.S4.A1 | Increase communication between home and school   | Anthony, Adrian      | 9/1/2015                      | Signed daily agendas; completed homework; and attendance at student lead conferences  | 6/2/2016 daily         |
| G1.B1.S1.A1 | Purchase(Title I) of African American literature in a range of levels to match the instructional and independent levels of African American students to improve reading proficiency rates. | Anthony, Adrian      | 9/14/2015                     | Formative assessments utilized, evidence and results of collaboration, and student work through the use of journaling.  | 6/2/2016 biweekly      |
| G2.B5.S1.A2 | Implement four-step problem solving process to aggregate data: Predict, Visualize, Observe/Wonder, Next Steps  | Jennifer, Zakrzewski | 9/28/2015                     | Planning meeting minutes  | 6/2/2016 weekly        |
| G3.B2.S1.A2 | Monitor implementation of school wide behavior plan through fidelity checks  | Kidd, Cynthia        | 9/1/2015                      | Observable use of point system; posted school wide rules; direct instruction with students on Guidelines for Success; school rules; data collected in STOIC walkthroughs and CHAMPS practices for activities.       | 6/2/2016 monthly       |
| G3.B2.S4.A2 | Increase family engagement opportunities   | Ford, Ashlee         | 9/1/2015                      | Parent/ Family meetings; Parent Contracts; Parent Teacher Conferences each semester   | 6/2/2016 monthly       |
| G2.B5.S1.A3 | Implement Soar to Success with fidelity  | Jennifer, Zakrzewski | 9/1/2015                      | Instructional strategies included in Lesson Plans reflect both core and interventions   | 6/2/2016 every-6-weeks |
| G3.B2.S1.A3 | SBLT will review discipline data to begin problem solving process as needed  | Marino, Stephanie    | 9/1/2015                      | SBLT meeting agenda and minutes   | 6/2/2016 monthly       |
| G2.B5.S1.A4 | Identify and use formative assessments available in reading  | Early, Michelle      | 9/1/2015                      | Assessment results  | 6/2/2016 weekly        |
| G2.B5.S1.A5 | Implement four-step problem solving process to aggregate data: Predict, Visualize, Observe/Wonder, Next Steps  | Early, Michelle      | 9/1/2015                      | Planning meeting minutes  | 6/2/2016 weekly        |
| G2.B5.S1.A6 | Identify and implement differentiated instructional methods to support students' learning based on assessment results  | Early, Michelle      | 9/1/2015                      | Lesson Plans that included differentiated instruction in reading  | 6/2/2016 weekly        |
| G2.B5.S1.A7 | Identify and use formative assessments available in science  | Vinson, Tiffani      | 9/7/2015                      | Formative assessments utilized and results analyzed as evident in common planning meetings  | 6/2/2016 weekly        |
| G2.B5.S1.A8 | Implement four-step problem solving process to aggregate data: Predict, Visualize, Observe/Wonder, Next Steps  | Vinson, Tiffani      | 9/7/2015                      | Planning meeting minutes  | 6/2/2016 weekly        |
| G2.B5.S1.A9 | Identify and implement differentiated instructional methods to support students' learning based on assessment results  | Vinson, Tiffani      | 9/7/2015                      | Instructional strategies included in Lesson Plans reflect both core and interventions   | 6/2/2016 weekly        |
| G1.MA1      | SBLT reviews common assessment data to monitor impact of strategy  | Winters, Valene      | 10/5/2015                     | SBLT minutes and agenda that reflect data review  | 6/2/2016 biweekly      |

| Source       | Task, Action Step or Monitoring Activity  | Who                  | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/End Date |
|--------------|---|----------------------|-------------------------------|---|-------------------|
| G1.B1.S1.MA1 | Walk thru data, teacher reflection, and feedback on lesson plans. Collaborative brainstorming chats between teachers and leadership team. | Winters, Valene      | 9/16/2015                     | Lesson plans, formative student data, and minutes of collaboration meetings.  | 6/2/2016 weekly   |
| G1.B1.S1.MA1 | Biweekly data review with Leadership Team. Ongoing discussion through teacher planning sessions with Literacy Coach.                      | Winters, Valene      | 9/16/2015                     | Lesson plans that include African American studies. Planning sessions collaboration feedback minutes with teacher reflection notes.   | 6/2/2016 biweekly |
| G2.MA1       | SBLT reviews common assessment data to monitor impact of strategy   | Winters, Valene      | 10/5/2015                     | SBLT minutes and agenda that reflect data review  | 6/2/2016 monthly  |
| G2.B5.S1.MA1 | SBLT reviews evidence of grade level common planning and monthly content area coaches walkthrough data                                    | Baker, John          | 9/7/2015                      | Lessons that included differentiated instruction observed in classroom walk through visits and in lesson planning   | 6/2/2016 weekly   |
| G2.B5.S1.MA1 | Monitor Implementation of Lesson Plans by grade level teachers  | Early, Michelle      | 9/7/2015                      | Data collected by coach during monthly walkthrough  | 6/2/2016 biweekly |
| G2.B5.S1.MA3 | Monitoring Implementation of Lesson Plans by grade level teachers   | Jennifer, Zakrzewski | 9/7/2015                      | Data collected by coach during monthly walkthrough  | 6/2/2016 biweekly |
| G2.B5.S1.MA4 | Monitoring Implementation of Lesson Plans by grade level teachers   | Vinson, Tiffani      | 9/7/2015                      | Data collected by coach during monthly walkthrough  | 6/2/2016 biweekly |
| G2.B5.S2.MA1 | SBLT will review student data from common assessment English Language Arts assessments  | Winters, Valene      | 9/7/2015                      | Agenda and minutes from SBLT will reflect review of reading data disaggregated by extended reading learning groups  | 6/2/2016 monthly  |
| G2.B5.S2.MA1 | Observe paraprofessionals in the classroom to insure direct instruction with small groups is occurring                                    | Early, Michelle      | 9/7/2015                      | Observational data, grouping data and lesson plans with evidence of tasks designated to the paraprofessionals.  | 6/2/2016 biweekly |
| G3.MA1       | Review of Problem Solving done in Foundations and during monthly meetings with USF will be done in SBLT                                   | Kidd, Cynthia        | 10/1/2015                     | A decrease in prior year referral and suspension rate each month  | 6/1/2016 monthly  |
| G3.B2.S1.MA1 | SBLT monitors Foundations Team and problem solving done with USF partnership  | Kidd, Cynthia        | 9/1/2015                      | Decrease in referral and suspension rate by 10%   | 6/2/2016 monthly  |
| G3.B2.S1.MA1 | Foundations will collaborate with USF to monitor implementation of School-Wide Positive Behavior Plan                                     | Kidd, Cynthia        | 9/9/2015                      | Teachers utilizing point system; interviews with students provide evidence of student understanding; STOIC walkthroughs; problem solving based on data collection captured in meeting minutes and agendas | 4/13/2016 monthly |
| G3.B2.S4.MA1 | Utilize data from mid-year student climate survey to determine effectiveness of creating a positive learning environment                  | Anthony, Adrian      | 1/4/2016                      | Survey data and evidence of Foundations using the data for problem solving  | 2/5/2016 one-time |
| G3.B2.S4.MA1 | SBLT will review attendance and agenda usage data to begin problem solving  | Ford, Ashlee         | 9/1/2015                      | Meeting Agendas and minutes from SBLT   | 5/2/2016 monthly  |

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Increase African American student reading proficiency rates from 17% to 70% using the results of Florida Standards Assessment comparisons.

**G1.B1** Lack of literary resources available to design instructional lessons that are custom fit to match the students' culture.

**G1.B1.S1** Literacy coach and teachers develop rigorous reading lessons for both small and whole group instruction using African American literature as anchor texts in order to deepen higher order thinking and questioning skills.

### **PD Opportunity 1**

Purchase(Title I) of African American literature in a range of levels to match the instructional and independent levels of African American students to improve reading proficiency rates.

#### **Facilitator**

Literacy Coach Michelle Early

#### **Participants**

Teachers and paraprofessionals in grades kindergarten through fifth grade.

#### **Schedule**

Biweekly, from 9/14/2015 to 6/2/2016

**G2.** Increase student proficiency rates at each grade level and by each student subgroup to meet or exceed the District Average using Florida Standards Assessment comparisons: Reading: 19% to 70%; in math proficiency from 15% to 70% and increase Reading LG from 53% to 70%; math LG from 41% to 70%; science 26% to 70%.

**G2.B5** Lack of understanding of differentiated instruction within the core instructional time to meet the needs of students

**G2.B5.S1** Based on instructional walkthrough data, 100% of teachers will utilize data, rubrics/scales/ learning goals, and formative/summative assessments in developing and purposely implementing rigorous, engaging and differentiated lessons 80% of the time.

### **PD Opportunity 1**

Identify and implement math (MFAS, Teacher generated, etc.) formative assessments to guide instruction

#### **Facilitator**

Zakrzewski, Math Coach

#### **Participants**

Grade level (Common Planning )

#### **Schedule**

Weekly, from 9/7/2015 to 6/2/2016

### **PD Opportunity 2**

Implement four-step problem solving process to aggregate data: Predict, Visualize, Observe/Wonder, Next Steps

#### **Facilitator**

Zakrzewski, Math Coach

#### **Participants**

Grade Level (Common Planning )

#### **Schedule**

Weekly, from 9/28/2015 to 6/2/2016

### **PD Opportunity 3**

Implement Soar to Success with fidelity

#### **Facilitator**

Zakrzewski, Math Coach

#### **Participants**

Grade Level (Common weekly planning with coach)

#### **Schedule**

Every 6 Weeks, from 9/1/2015 to 6/2/2016

### **PD Opportunity 4**

Identify and use formative assessments available in reading

#### **Facilitator**

Early, Reading Coach

#### **Participants**

Grade Level (Common Planning)

#### **Schedule**

Weekly, from 9/1/2015 to 6/2/2016

### **PD Opportunity 5**

Implement four-step problem solving process to aggregate data: Predict, Visualize, Observe/Wonder, Next Steps

#### **Facilitator**

Early, Reading Coach

#### **Participants**

Grade Level (Common Planning)

#### **Schedule**

Weekly, from 9/1/2015 to 6/2/2016

### **PD Opportunity 6**

Identify and implement differentiated instructional methods to support students' learning based on assessment results

**Facilitator**

Early, Reading Coach

**Participants**

Grade Level

**Schedule**

Weekly, from 9/1/2015 to 6/2/2016

### **PD Opportunity 7**

Identify and use formative assessments available in science

**Facilitator**

Vinson, science coach

**Participants**

Grade level (Common Planning)

**Schedule**

Weekly, from 9/7/2015 to 6/2/2016

### **PD Opportunity 8**

Implement four-step problem solving process to aggregate data: Predict, Visualize, Observe/Wonder, Next Steps

**Facilitator**

Vinson, Science coach

**Participants**

Grade Level (Common Planning )

**Schedule**

Weekly, from 9/7/2015 to 6/2/2016

### PD Opportunity 9

Identify and implement differentiated instructional methods to support students' learning based on assessment results

#### Facilitator

Vinson, science coach

#### Participants

Grade Level (Common weekly planning with coach)

#### Schedule

Weekly, from 9/7/2015 to 6/2/2016

**G2.B5.S2** Based on instructional walkthrough data, 100% of teachers will engage students in instructional activities 80% of the time that included higher order thinking skills and questioning that supports higher student achievement and student success with LAFS within all academic areas.

### PD Opportunity 1

Additional personnel (paraprofessionals and intervention teachers) will provide direct support with instruction of students in small group settings

#### Facilitator

District - Department of Teaching and Learning

#### Participants

Paraprofessionals/Intervention Teachers

#### Schedule

Daily, from 9/7/2015 to 6/2/2016

**G3.** Improve the climate and culture of the learning environment as measured by the decrease in student referral and suspension rate by 25%.

**G3.B2** Uniform and consistent implementation

**G3.B2.S1** School will implement and monitor School Wide Behavior Plan.

**PD Opportunity 1**

Provide monthly professional development to focus on understanding behavior and the implementation of effective classroom behavior management strategies

**Facilitator**

Foundations Team

**Participants**

Whole Staff

**Schedule**

Monthly, from 9/7/2015 to 5/2/2016



## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget