

Lakewood High School



2015-16 School Improvement Plan

Lakewood High School

1400 54TH AVE S, St Petersburg, FL 33705

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

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

58%

Alternative/ESE Center

No

Charter School

No

Minority

74%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	A	B	B

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	26
Appendix 1: Implementation Timeline	44
Appendix 2: Professional Development and Technical Assistance Outlines	47
Professional Development Opportunities	48
Technical Assistance Items	50
Appendix 3: Budget to Support Goals	0

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
Not In DA	4	Jim Browder
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 High School is to prepare our students to enter and be successful in a Global society.

Provide the school's vision statement

To prepare our students for a competitive global society!

School Environment

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

Lakewood HS has established and implemented processes which highlight cultures represented in our school and our community. We promote these cultures through school-wide processes such as announcements on Fast-Forward (school news program) and cultural displays on school bulletin boards. Lakewood HS also provides interactive cultural promotions and activities through the Principal's Multicultural Advisory Committee (PMAC) during Black History Month and National Hispanic Heritage Month. These PMAC activities include asking trivia questions and highlighting cultural facts on the morning PA announcements on the PA, power point presentations on cultural figures on Fast-Forward, cultural poetry contests, and culture based performances during the lunch break. Teachers have formal and informal discussions with students about the information presented through the various outlets. Lakewood HS will also look to continue to participate in community culture events such as SPIFFS.

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

Lakewood HS uses processes and interventions supported by Positive Behavior Supports (PBS) to establish a culture of safety and high academic achievement and success. Lakewood HS provides constant supervision by staff in the school hallways and common areas by staff such as the School Resource Officer, campus monitors, and other staff assigned to specific duty areas. Lakewood HS will provide ongoing onsite CHAMPS/STOIC training, which will assist in establishing and maintaining strategies which have a positive influence on teacher-student relationships.

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 HS has established a Tier 1 behavior process which was created under our Guidelines for Success (GFS), which is the Lakewood Legacy. The Lakewood Legacy is the Lakewood HS philosophy of what it takes to be engaged, successful, and productive learners. Protocols have been put in place as part of the discipline process to assist in redirecting students who have behavioral challenges and struggles. The Lakewood HS discipline plan includes components such as the LwHS Referral Flowchart, the LwHS Behavior Menu, and the LwHS Discipline Matrix. Lakewood HS uses processes to recognize positive student choices and achievement through such things as Principal's List/Honor Roll assemblies and Student of the Week. Lakewood HS is also implementing a school-

wide student reward system which uses "tokens" to recognize student achievement and success. The name of this program will be "Spartan Spenders". Students will be able to use these tokens to participate in activities and/or purchase prizes and rewards.

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

Lakewood HS supports the social-emotional needs of our students through various methods of counseling and mentoring. Our guidance counselors, social worker, and psychologist meet counseling needs through student requests, as well as staff and parent referrals. Lakewood HS also has a partnership with the Bethel Community and Family program, which provides families with resources such as counseling, tutoring and workshops. Lakewood HS also is privileged to have an outstanding mentor program for our at-risk students. The mentors being provided are adult and peer mentors. These mentors are provided through community volunteers, 5000 Role Models, Girlfriends, The ELITE, Lakewood High School Varsity Cub, and other mentor based initiatives and programs.

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

A full review of all grade level cohort reports will be reviewed and reported by the Lakewood High School MTSS Team. This report will include the processes being used to address the early warning indicators. Currently, Lakewood HS has a process in place to address each indicator.

Students whose attendance falls below 90%

These students will be subject to a process which includes

- Teachers to call parents after a student has 3 unexcused absences.
- Community liaison to send home attendance letter after 5 unexcused absences.
- Students with 7 or more unexcused absences may be subject to teen court, truancy court, or an alternative setting.

Students with one or more in-school or out-of-school suspensions

Suspensions will be monitored through a MTSS RtI-B team process. Once a student has one or more suspensions they will be assessed and considered for Tier 2 or Tier 3 interventions according to the following scale:

- 1 – 2 Suspensions = Possible Tier 2 services
- 3 - 4 Suspensions = Possible Tier 2 or Tier 3 Services
- 5 or more suspensions = Possible Tier 2 or Tier 3 services

Students who fail an English or Mathematics course OR who score at a Level 1 on standardized tests
A mandatory parent conference will take place for these students. The MTSS RtI-A Team will also provide one or more of the following Tier 2 or Tier 3 services for these students:

Tier 2 - Intensive Reading and Language Arts classes, Read 180, System 44, Achieve 3000, NovaNet.

Tier 3 - Study/organization skills individually or small group, small groups in Intensive or Read 180 classes, tutoring (Kostka), System 44 (Phonics)

A monthly update will be provided to the administrative team regarding these plans and processes.

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

The Lakewood High School MTSS Team uses the 8 step Problem Solving Process to drive our way of work for implementing and monitoring procedures which have an impact on teacher and student support, as it relates to overall student academic success. These processes are established and maintained by staff who work in the area for each "Tier". A process falls under Tier 1, Tier 2, or Tier 3 depending on whether it's a school-wide, group or individual intervention.

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

Lakewood High will continue to host AVID nights (2); College and financial aid evening (2); Career Fair (1); and our senior parent night. In addition, parents are encouraged to attend parent/teacher conferences during the day to access their student's progress. The principal regularly sends out Parent-Connect messages of upcoming events. Our website is updated with information concerning academic events, Bright-future requirements and other pertinent information.

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 is proud of the relationships that we have built with our parents and other stakeholders. Our goal is to continue the Principal's weekly connect messages and utilize our school's website to post information. In addition, the grade level administrators will continue to host parent meetings to discuss cohort requirements. Our instructional staff will continue to e-mail parents and send home progress reports regarding their students academic progress. We have built a great relationship with the St. Petersburg Department and St. Petersburg College to provide another opportunity for our students to

gain experience and post secondary opportunities once they finish school. The program is called the St. Petersburg Police Cadet program.

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
Savage, Erin	Principal
Oberg, Peter	Assistant Principal
Alvaro, Susan	Assistant Principal
Davis, Harriet	Assistant Principal
Lane, Edward	Assistant Principal

Duties

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

The Lakewood HS leadership team performs duties as they have been assigned to them according to the administrative duty matrix. These duties align with the safety, security, and overall operation of the school. Each administrator has a part in the overall plan for academics and discipline for Lakewood HS. We have determined, however, who will facilitate processes which have to do with curriculum, athletics, graduation, and facilities.

The leadership team meets each Monday for updates, shared decision making, and problem solving. Notes for this meeting are kept as part of an Action Plan, which serves as a guide for various decisions and processes discussed during the meeting.

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

The Lakewood High School MTSS Team uses the 8 step Problem Solving Process to drive our way of work for implementing and monitoring procedures which have an impact student achievement and success. These processes are established, maintained, and monitored by staff who support RtI-Academic interventions and RtI-Behavior interventions found within each "Tier". Interventions for each Tier, of course, are determined by whether a student needs support through school-wide processes (Tier 1), group processes (Tier 2), or individual interventions (Tier 3).

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Sherry Labonte	Parent
Sandra Vasquez	Parent
Valencia Bell	Parent
Vicky Gaskin-Butler	Parent
Carol Moore	Parent
Erin Savage	Principal

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

Our 2014-15 improvement plan provided our school leadership team, department heads and PLC's with our strategical direction. For example, one of our goals was to improve our reading and writing scores by establishing that each content area would incorporate reading and writing daily. As a result, our leadership teams constantly talked about and were given Professional Development to help them improve. We also looked at our goals mid-year baseline data to determine areas of concern and/or improvements.

This year the SAC committee will focus on the following areas:

1. Developing an application for potential members to apply to be part of SAC
2. Requesting that LHS grade level representative attend SAC members
3. Promote SAC through connect-ed messages and website.
4. Request that the following programs attend to promote "who" they are to the SAC committee for support:
AVID, AMSET, CJAM,
5. Develop a SAC survey for parents and LHS staff.

Development of this school improvement plan

The SAC members were included in the actual writing of the School Improvement Plan. Team members were sent emails with dates of the actual writing and the training sessions. At each SAC committee meeting, data was provided, such as all E.O.C proficiency test results, FCAT reading, discipline data and graduation rate. At our first meeting, they determined that we should focus on writing, reading, and Math. In addition, SAC requested to meet with our AVID leaders, as well as our Magnet and Academy leaders to better understand their programs and provide support.

Preparation of the school's annual budget and plan

The SIP team will focus on the following areas for teaching and learning success:

1. Lesson Studies (2)
2. Saturday Boot-camps (2)
3. Student tutorial services
4. Professional Development (school wide)

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

Last year we successfully did two different Lesson Studies with our Reading Department and Social Studies. We also allocated resources for a Credit Recovery teacher to working during their planning period during 2nd semester until May 2015. We also allocated resources for Saturday boot camp(s)

for Algebra 1 targeting our 9th and 10th grade students. The SIP allocation budget including TDE's was approximately \$6,000.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Harazin, Nicole	Instructional Coach
Savage, Erin	Principal
Davis, Harriet	Assistant Principal
Halstead, Elizabeth	Teacher, K-12
Heiser-Herring, Jessica	Teacher, K-12
Keller, Diana	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT promotes literacy within our school by encouraging teachers to incorporate reading and writing in their classrooms every day. Members of the literacy team are department chairs who can encourage teachers to implement ideas from the team and bring feedback from their department. There are two major ways that the school will ensure that all teachers contribute to reading improvement. First, teachers will include the school-wide initiatives in their Deliberate Practice Plan. Evaluating administrators will monitor. Second, the administrators and instructional coaches will conduct walkthroughs to see evidence of literacy strategies being used in all content area classes. Data from walkthroughs will be used to determine future professional development needs of the entire faculty, individual departments, and/or individual teachers.

Additionally, the LLT will spearhead professional development efforts. Professional development needs will be surveyed at the beginning of the school to gather input from teachers on their topics for sessions. Administrator observations and topics will also be added to the sessions. The professional development sessions will take place through PLCs, on professional workdays in groups, and through two instructional strategy walks. The strategy walks will allow teachers to either showcase strategies that are used in their rooms or observe others using reading and writing strategies to support student achievement.

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

Lakewood High School encourages positive working relationships and collaborative planning between teachers by using strategies such as:

- Providing time within the master schedule which allows things such as common planning and PLC/

Department meetings.

- Encourage cross curriculum interaction to assist in leading to the development of common lessons.

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

All teachers will be given opportunities to participate in on and off-site professional development training which assist them in areas such as data monitoring and classroom management. We will also look to recognize staff through various methods of recognition and celebration, thereby continuing to build on the cohesiveness and positive culture of the school.

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

New hires will work with a site based mentor who has been appointed by the principal. These new hires will also be paired with site-based mentors who represent their respective curriculum areas. Mentors will work with each of the new hires assigned administrator to provide ongoing support throughout the 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

Lakewood HS has established an expectation on aligning classroom instruction to the Florida Core standards. An example would be emphasis Lakewood HS puts on using writing and reading across all content areas. Clearly stated and visible goals are expected to be displayed in each teacher's classroom at Lakewood HS. Planning and alignment to occur among teachers daily basis through the interactions and cross-collaboration that takes place among their departments.

Administrators will conduct informal walk-throughs as a group in order to determine whether teachers are using instructional methods and processes which are aligned with district and state wide expectations. The administrative team will also conduct formal and informal walkthroughs as required by the Marzano Model.

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 Lakewood HS AVID Coordinator will develop relationships and partnerships with college admissions and outreach programs that benefit the site's AVID students and program. An active, interdisciplinary AVID Site Team will collaborate on issues of student access to and success in rigorous college preparatory courses.

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

The addition of 30 minutes to our school day allows for 3 class changes per day.

Strategy Rationale

This has increased our number of instruction minutes, thereby giving students even more opportunities to be successful.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Savage, Erin, savagee@pcsb.org

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

Student testing data and overall academic data will be monitored and analyzed to determine the effectiveness of this strategy.

Student Transition and Readiness

PreK-12 Transition

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

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

Lakewood High uses a multi-tiered approach to help students transition from one grade level to another. Our rising ninth graders are invited to summer boot camp prior to the first day of school. This provides them with tools for success:

1. This help them become acclimated to the school
2. They meet with their counselors and are given the credit requirements and diploma options
3. They are placed in our Freshman experience class to help them with organization and provide them support
4. They have a faculty sponsor who assists them with activities for school-wide involvement and academic support.

Additionally, our students in other grade levels meet with their counselors twice a year to determine credits earned and other post-secondary and career opportunities. We also host a career fair which provides students with technical school information and post-secondary opportunities. In addition, we host a parent night for each cohort group so that parents are aware of graduation requirements and activities at Lakewood.

Finally, we provide mentors for students in need of additional support. This could be a community member or staff member at Lakewood HS.

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

Twice a year students attend a college and career fair that is held during the school day at our school site. Various colleges, career academies and military are invited to speak with our students in an open forum.

In addition, we have developed a strong partnership with St. Petersburg College (SPC) where some of our students attend during the school day. SPC has specifically invited our students to "College Day" at their mid-town campus for forums, touring and financial aid information. Our counselors work with students to help them plan their post-secondary programs

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

During 1st and 2nd semester Lakewood students are invited to PTEC campus open house. This process helps them determine what programs are available. Many of our students attend PTEC programs during the academic year and our master schedule allows them to attend Lakewood part of the day. Lakewood HS is positioning itself to increase the number of pathways for college or career readiness by offering increased opportunities for Industry Certification and higher level academics.

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

The School based leadership team (SBLT) will continue to utilize the High School Feedback Report to determine areas of weakness, strengths and problem solve gaps in the data.

We will continue to use AVID strategies to improve instruction and student achievement. We will continue to increase ACT, SAT and PERT participation. We will continue to work on our articulation with local colleges and other postsecondary institutions.

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:

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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.** Lakewood High School will implement interventions and processes which decreases the number of discipline infractions for black students by 20%.
- G2.** Increase the percent of students scoring at proficient level 3 on the Reading/ELA FSA from 45% to 50%.
- G3.** Increase students' abilities to write analytical essays using textual evidence.
- G4.** Lakewood High School students will increase school-wide FSA Algebra 1, Geometry, and Algebra 2 assessments pass rate by 3%.
- G5.** Lakewood High School students will achieve a 57% pass rate on the EOC Biology assessment.
- G6.** Lakewood High School will raise the school-wide US History EOC scores by 5% from 47% to 52%.
- G7.** To increase enrollment in STEM related courses

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. Lakewood High School will implement interventions and processes which decreases the number of discipline infractions for black students by 20%. 1a

G063714

Targets Supported 1b

Indicator	Annual Target
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Discipline incidents

Resources Available to Support the Goal 2

- All teachers will be required to submit their classroom management plans.
- Teachers will be asked to follow the referral flow chart when addressing behavior issues.
- A check-in/check-out system will be implemented for students who have 5 or more referrals by the end of the 1st grading period.
- Adult mentoring and peer mentoring systems will be made available to students who have 5 or more referrals by the end of the 1st grading period.

Targeted Barriers to Achieving the Goal 3

- Of the 1,942 referrals processed at our school, 84.2% were for African-American students.
- According to research, it takes 45 minutes to process a referral, which would means our African-American students lost 242 days of instruction.

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

G2. Increase the percent of students scoring at proficient level 3 on the Reading/ELA FSA from 45% to 50%. **1a**

G060582

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	63.0
FSA - English Language Arts - Proficiency Rate	45.0

Resources Available to Support the Goal **2**

- Literacy Coach, Common Lesson Planning, Intensive Reading Classes: Read 180 & Plugged into Reading, ACT & SAT Prep; Collaborative planning with ELA and Reading Teachers developing cross-curricular lessons, AVID

Targeted Barriers to Achieving the Goal **3**

- 55% of Level 1 and 2 students in reading
- Students struggle with comprehending grade level text.

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

Student work, FSA Reading Score, SRI Reading Levels, reading intervention programs such as Read 180, Reading Plus

Person Responsible

Hattie Stokes-Dancil

Schedule

Quarterly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Student work, PLC minutes, SRI data, Performance Matters data

G3. Increase students' abilities to write analytical essays using textual evidence. 1a

G060579

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	55.0

Resources Available to Support the Goal 2

- Teachers, School Wide Rubric/Writing across all contents, PLC, AVID, Lesson Study

Targeted Barriers to Achieving the Goal 3

- 58% of Level 1 and Level 2 students.

Plan to Monitor Progress Toward G3. 8

Meeting Minutes (PLC), Collect student samples to compile data, Write Score data

Person Responsible

Susan Alvaro

Schedule

Monthly, from 8/13/2015 to 6/7/2016

Evidence of Completion

Meeting Minutes (PLC), Data chats, Walk-through data compiled and shared with the faculty, Write Score data

G4. Lakewood High School students will increase school-wide FSA Algebra 1, Geometry, and Algebra 2 assessments pass rate by 3%. 1a

G060578

Targets Supported 1b

Indicator	Annual Target
Algebra I FSA EOC Pass Rate	3.0
Geometry EOC Pass Rate	3.0
Math Lowest 25% Gains	3.0

Resources Available to Support the Goal 2

- Math Coach designated to Lakewood High School
- Designated Computer Lab for Math use.
- District curriculum coaches for Algebra 1, Geometry, Algebra 2 and Carnegie.
- Carnegie Curriculum

Targeted Barriers to Achieving the Goal 3

- New Standards are at a level of rigor that our students are not prepared for.

Plan to Monitor Progress Toward G4. 8

Feedback based on Carnegie Cognitive Tutor usage reports, District Cycle Assessments and FSA Assessments.

Person Responsible

Susan Alvaro

Schedule

Quarterly, from 8/7/2015 to 6/7/2016

Evidence of Completion

Performance Matters Baseball Card, Carnegie Cognitive Tutor usage reports, District Cycle Assessments and FSA Assessments.

G5. Lakewood High School students will achieve a 57% pass rate on the EOC Biology assessment. 1a

G060577

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	3.0

Resources Available to Support the Goal 2

- Common planning period for biology teachers to plan and prepare lessons, activities, and assessments
- District and state provided curriculum resources (annual overview, unit planning summaries, content focus reports)
- District provided blueprints for Cycle Assessments
- Part-time science (biology) coach

Targeted Barriers to Achieving the Goal 3

- Lakewood currently has 44% of the biology student population who are at FCAT Reading Level 1 & 2. To be successful on the Biology EOC, students need to analyze charts, graphs, and tables; evaluate scientific claims and evidence; and read longer passage-based questions.

Plan to Monitor Progress Toward G5. 8

Analysis of district Cycle Assessments (9, 18, 27 week)

Person Responsible

Justin Bending

Schedule

Quarterly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Performance Matters (item analysis), BBCard (student performance)

G6. Lakewood High School will raise the school-wide US History EOC scores by 5% from 47% to 52%. 1a

G060576

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	5.0

Resources Available to Support the Goal 2

- US History Cycle Assessment Tests
- The DBQ Project
- US History teachers will have common planning

Targeted Barriers to Achieving the Goal 3

- Lakewood HS has 58% of Level 1 and Level 2 students in Reading and Math which hurts with understanding complex primary and secondary texts and graphs/charts.

Plan to Monitor Progress Toward G6. 8

All tests scores and DBQ essays will be evaluated by all US History teachers during their PLC meetings and look for ways to improve scores.

Person Responsible

Harriet Davis

Schedule

Monthly, from 8/13/2015 to 6/7/2016

Evidence of Completion

Teachers will bring their students' scores from Focus as well as their US History Cycle tests scores.

G7. To increase enrollment in STEM related courses 1a

G060575

Targets Supported 1b

Indicator	Annual Target
Advanced coursework completion - H.S.	5.0

Resources Available to Support the Goal 2

- AVID Site Team

Targeted Barriers to Achieving the Goal 3

- Decrease the perceived barriers to allow increased enrollment in AP courses.

Plan to Monitor Progress Toward G7. 8

Amount of students who maintained enrollment in AP courses from August to June

Person Responsible

Harriet Davis

Schedule

Annually, from 8/24/2015 to 6/7/2016

Evidence of Completion

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. Lakewood High School will implement interventions and processes which decreases the number of discipline infractions for black students by 20%. **1**

 G063714

G1.B1 Of the 1,942 referrals processed at our school, 84.2% were for African-American students. **2**

 B164066

G1.B1.S1 A check-in/check-out system will be implemented for students who have 5 or more referrals by the end of the 1st grading period. **4**

 S175752

Strategy Rationale

Engaging students with onsite staff who assist in encouraging them and holding them accountable for their actions will decrease the amount of students who continue to make poor choices which lead to referrals.

Action Step 1 **5**

A check-in/check-out system for students experiencing behavior challenges.

Person Responsible

Edward Lane

Schedule

Weekly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Each check-in/check-out log will be tied into a point total which helps to measure their participation, gains, and overall success.

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

Scores from each check-in/check-out log will be put into an excel spreadsheet.

Person Responsible

Edward Lane

Schedule

Weekly, from 9/8/2015 to 5/27/2016

Evidence of Completion

The data put into the Excel spreadsheet will be turned into a graph, thereby providing an opportunity for trend data collection and etc.

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

Person Responsible

Schedule

Evidence of Completion

G2. Increase the percent of students scoring at proficient level 3 on the Reading/ELA FSA from 45% to 50%.

1

G060582

G2.B1 55% of Level 1 and 2 students in reading 2

B154438

G2.B1.S1 All teachers will incorporate specific reading strategies within their lesson plans that support learning and increased lexile reading levels. 4

S166512

Strategy Rationale

This will improve students reading on grade level.

Action Step 1 5

Lessons plans will be aligned to the FSA benchmarks and standards at the appropriate level of cognitive/text complexity needed.

Person Responsible

Hattie Stokes-Dancil

Schedule

Monthly, from 8/24/2015 to 5/31/2016

Evidence of Completion

PLC minutes, Lesson Plans, Student Work,

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Lesson Plans, FAIR Data, Read 180 reports, Student Work

Person Responsible

Hattie Stokes-Dancil

Schedule

On 5/31/2016

Evidence of Completion

PLC Minutes, Student work, PLC and Student Data Chats, Read 180 SAM reports, Performance Matters data

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Students will read grade level complex text, complete SRI assessments three times during the school year,

Person Responsible

Hattie Stokes-Dancil


Schedule

On 5/31/2016


Evidence of Completion

Student work, Performance Matters, SRI data

G2.B2 Students struggle with comprehending grade level text. 2

 B154480

G2.B2.S1 Teachers will implement exemplar lessons that provide students with literacy strategies to read and comprehend grade level and complex texts using text markings, questioning the text, writing in response to reading and Avid strategies 4

 S166528

Strategy Rationale

Students will be able to read and comprehend grade level texts that will help them achieve a proficient score on the FSA.

Action Step 1 5

Instructional needs to include a variety of literacy strategies that promote student comprehension of grade level and complex texts.

Person Responsible

Hattie Stokes-Dancil

Schedule

Monthly, from 8/24/2015 to 5/31/2016

Evidence of Completion

FAIR data, Teacher assessments, Performance Matter Data

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Students will take FAIR and SRI assessments three times during the school year; Teacher will have continuous data chats with students

Person Responsible

Hattie Stokes-Dancil

Schedule

On 5/31/2016

Evidence of Completion

FAIR, SRI, Performance Matter Data, and PLC minutes

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Students will complete FAIR and SRI Assessments to monitor and support literacy strategies

Person Responsible

Hattie Stokes-Dancil

Schedule

On 5/31/2016

Evidence of Completion

PLC and Student data chats, Performance Matters, FAIR and SRI data

G3. Increase students' abilities to write analytical essays using textual evidence. 1

G060579

G3.B1 58% of Level 1 and Level 2 students. 2

B154430

G3.B1.S1 Provide students with graphic organizers to help scaffold their writing and help organize their ideas. 4

S166477

Strategy Rationale

Graphic organizers allow struggling writers to organize their ideas prior to writing.

Action Step 1 5

Provide all teachers with a variety of graphic organizers to utilize with their students during any writing activity.

Person Responsible

Susan Alvaro

Schedule

Quarterly, from 8/13/2015 to 6/7/2016

Evidence of Completion

Collect student submissions.

Action Step 2 5

Teachers will be provided with netbook carts.

Person Responsible

Peter Oberg

Schedule

Weekly, from 8/13/2015 to 6/7/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Review the submissions and allow for feedback from teachers based on student writing whether their writing is improving.

Person Responsible

Susan Alvaro

Schedule

Monthly, from 8/13/2015 to 6/7/2016

Evidence of Completion

Students' work will be collected and reviewed to ensure improvements in their writing.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Discuss feedback and review effectiveness of graphic organizer. Review student writings.

Person Responsible

Susan Alvaro


Schedule

On 6/7/2016

Evidence of Completion

Minutes from the PLC will be collected.

G3.B1.S2 Provide students with daily writing opportunities across all content areas. 4

 S166536

Strategy Rationale

Students will improve their writing because they are expected to write daily.

Action Step 1 5

Teachers implement daily writing activities to increase writing abilities.

Person Responsible

Susan Alvaro

Schedule

On 6/7/2016

Evidence of Completion

Student work will be collected to determine strengths and weaknesses.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Walk throughs, data chats, PLCs

Person Responsible

Susan Alvaro

Schedule

On 6/7/2016

Evidence of Completion

Student work, Walk through feedback, data chats

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Teacher will hold PLCs, and use data chats.

Person Responsible

Elizabeth Halstead

Schedule

On 6/7/2016

Evidence of Completion

Minutes from PLCs, student work

G4. Lakewood High School students will increase school-wide FSA Algebra 1, Geometry, and Algebra 2 assessments pass rate by 3%. 1

G060578

G4.B1 New Standards are at a level of rigor that our students are not prepared for. 2

B154431

G4.B1.S1 Teachers will implement Carnegie Curriculum in all state assessed courses- Algebra 1, Geometry, and Algebra 2 4

S166484

Strategy Rationale

This is the district adopted curriculum for these courses.

Action Step 1 5

All Algebra 1, Geometry and Algebra 2 teachers will be trained in the Carnegie Curriculum

Person Responsible

Diana Keller

Schedule

Annually, from 8/13/2015 to 6/7/2016

Evidence of Completion

LMS Moodle

Action Step 2 5

There will be a computer lab designated for Math department use with the Carnegie Cognitive Tutor

Person Responsible

Peter Oberg

Schedule

Daily, from 8/13/2015 to 6/7/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Weekly reports from district on Cognitive Tutor usage

Person Responsible

Susan Alvaro

Schedule

Weekly, from 8/13/2015 to 6/7/2016

Evidence of Completion

Carnegie will send weekly reports outlining student usage separated by teacher.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Administrative and District walk throughs

Person Responsible

Susan Alvaro

Schedule

Weekly, from 8/7/2015 to 6/7/2016

Evidence of Completion

Feedback based on the Marzano Framework

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Math Coach will PLC with teachers to collect data, facilitate data chats, and model best practices.

Person Responsible

Diana Keller


Schedule

Weekly, from 8/7/2015 to 6/7/2016

Evidence of Completion

PLC minutes, Performance Matters Baseball Card

G4.B1.S2 The Level 1 & 2 Algebra 1 students will be double blocked so that they will attend Algebra daily. 4

 S166795

Strategy Rationale

This will increase instructional time so that teacher will be able address gaps in prior knowledge.

Action Step 1 5

Level 1&2 students will be placed in the double block Algebra 1.

Person Responsible

Susan Alvaro

Schedule

On 6/7/2016

Evidence of Completion

Master Schedule

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

The Master Schedule will allow for three double blocked sessions of Algebra 1

Person Responsible

Susan Alvaro

Schedule

On 6/7/2016

Evidence of Completion

Master Schedule and student schedules

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Student performance on Cycle Assessments, Carnegie Cognitive Tutor, and FSA EOC

Person Responsible

Diana Keller

Schedule

Quarterly, from 8/7/2015 to 6/7/2016


Evidence of Completion

Performance Matters Baseball Card, Cycle Assessments and FSA EOC

G5. Lakewood High School students will achieve a 57% pass rate on the EOC Biology assessment. 1

 G060577

G5.B1 Lakewood currently has 44% of the biology student population who are at FCAT Reading Level 1 & 2. To be successful on the Biology EOC, students need to analyze charts, graphs, and tables; evaluate scientific claims and evidence; and read longer passage-based questions. 2

 B154429

G5.B1.S1 Biology teachers will meet to discuss and monitor student progress as they prepare their students for cycle assessments and the EOC. 4

 S177329

Strategy Rationale

A particular focus will be on Level 1 & 2 readers in order to improve their reading ability in the science content and to identify areas that need reteaching.

Action Step 1 5

Analysis of District Cycle Assessments (9, 18, 27 week)

Person Responsible

Peter Oberg

Schedule

Quarterly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Performance Matters data, Item Analysis reports, student surveys

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Person Responsible

Justin Bending

Schedule

Quarterly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

G6. Lakewood High School will raise the school-wide US History EOC scores by 5% from 47% to 52%. 1

G060576

G6.B1 Lakewood HS has 58% of Level 1 and Level 2 students in Reading and Math which hurts with understanding complex primary and secondary texts and graphs/charts. 2

B154428

G6.B1.S1 Students will complete a Document Based Question packet once every 9 weeks. 4

S166214

Strategy Rationale

This helps students work with primary and secondary documents that are prevalent throughout the US History EOC.

Action Step 1 5

Teachers will assign a DBQ essay once every 9 weeks.

Person Responsible

Jessica Heiser-Herring

Schedule

Quarterly, from 8/13/2015 to 6/7/2016

Evidence of Completion

DBQ Essays

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

The department head will remind each US History teacher to gradually release and use the DBQ packets.

Person Responsible

Jessica Heiser-Herring

Schedule

Quarterly, from 8/13/2015 to 6/7/2016

Evidence of Completion

The department head will collect samples of the students' DBQ submissions.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

The department head will remind all US History teachers about upcoming DBQ trainings, as well as review the students' submissions and provide feedback.

Person Responsible

Jessica Heiser-Herring


Schedule

Quarterly, from 8/13/2015 to 6/7/2016

Evidence of Completion

All US History teachers will attend at least one DBQ training and and the department head will review the student submissions.

G6.B1.S2 US History teachers will work in PLC's and work together to formulate quality lesson plans as well as EOC style assessments. 4

 S166216

Strategy Rationale

This will allow teachers to have the best possible lesson plans for US History students.

Action Step 1 5

Teachers will use their PLC meetings to come up with quality lessons plans and implement best practices.

Person Responsible

Harriet Davis

Schedule

Weekly, from 8/13/2015 to 6/7/2016

Evidence of Completion

Department minutes will be collected.

Plan to Monitor Fidelity of Implementation of G6.B1.S2 6

Administration will remind through email for all PLCs to turn in their minutes, and review their submissions and provide valuable and constructive feedback.

Person Responsible

Harriet Davis

Schedule

Weekly, from 8/13/2015 to 6/7/2016

Evidence of Completion

PLC submission minutes with feedback

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 7

Administration will help cover classes so that US History teachers can watch another teacher model an effective lesson plan.

Person Responsible

Harriet Davis


Schedule

Monthly, from 8/13/2015 to 6/7/2016

Evidence of Completion

Teachers will take notes and bring back to their PLC what they learned while watching the modeling teacher.

G6.B1.S3 Teachers will impress the importance of the US History Cycle Tests on the all US History students. **4**

 S166217

Strategy Rationale

This will allow students to have practice taking the US History EOC test before they actually take the official state test.

Action Step 1 **5**

Teachers will motivate students to take the Cycle Tests seriously by impressing on them their importance.

Person Responsible

Harriet Davis

Schedule

Quarterly, from 8/13/2015 to 6/7/2016

Evidence of Completion

Teachers will collect the data from the US History Cycle tests.

Plan to Monitor Fidelity of Implementation of G6.B1.S3 **6**

Review knowledge from the prior 9 weeks information before the upcoming US History cycle tests.

Person Responsible

Harriet Davis

Schedule

Quarterly, from 8/13/2015 to 6/7/2016

Evidence of Completion

Data collected from the the US Cycle tests.

Plan to Monitor Effectiveness of Implementation of G6.B1.S3 7

Teachers will analyze the data in their PLCs and provide feedback to each other.

Person Responsible

Harriet Davis

Schedule

Every 6 Weeks, from 8/13/2015 to 6/7/2016

Evidence of Completion

PLC minutes regarding the data from the cycle tests.

G7. To increase enrollment in STEM related courses 1

 G060575

G7.B1 Decrease the perceived barriers to allow increased enrollment in AP courses. 2

 B154427

G7.B1.S1 Increase awareness of AP course requirement for students enrolled in the AVID program. 4

 S166482

Strategy Rationale

Teachers will need to differentiate instruction to meet variety of needs by students enrolled in AP courses.

Action Step 1 5

The AVID Site team will increase awareness of the AP course requirement for AVID students

Person Responsible

Harriet Davis

Schedule

Monthly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Increased enrollment in AP Courses

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Monitor the enrollment in AP courses

Person Responsible

Harriet Davis

Schedule

Semiannually, from 8/24/2015 to 6/7/2016

Evidence of Completion

The amount of students originally enrolled in AP courses and how many exited the course.

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Sustained enrollment in AP course

Person Responsible

Harriet Davis

Schedule

Monthly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Monthly monitoring of enrollment in AP courses

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.B1.S1.A1	Teachers will assign a DBQ essay once every 9 weeks.	Heiser-Herring, Jessica	8/13/2015	DBQ Essays	6/7/2016 quarterly
G6.B1.S2.A1	Teachers will use their PLC meetings to come up with quality lessons plans and implement best practices.	Davis, Harriet	8/13/2015	Department minutes will be collected.	6/7/2016 weekly
G3.B1.S1.A1	Provide all teachers with a variety of graphic organizers to utilize with their students during any writing activity.	Alvaro, Susan	8/13/2015	Collect student submissions.	6/7/2016 quarterly
G7.B1.S1.A1	The AVID Site team will increase awareness of the AP course requirement for AVID students	Davis, Harriet	8/24/2015	Increased enrollment in AP Courses	6/7/2016 monthly
G4.B1.S1.A1	All Algebra 1, Geometry and Algebra 2 teachers will be trained in the Carnegie Curriculum	Keller, Diana	8/13/2015	LMS Moodle	6/7/2016 annually

Pinellas - 2031 - Lakewood High School - 2015-16 SIP
Lakewood High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.B1.S3.A1	Teachers will motivate students to take the Cycle Tests seriously by impressing on them their importance.	Davis, Harriet	8/13/2015	Teachers will collect the data from the US Hlstory Cycle tests.	6/7/2016 quarterly
G2.B1.S1.A1	Lessons plans will be aligned to the FSA benchmarks and standards at the appropriate level of cognitive/text complexity needed.	Stokes-Dancil, Hattie	8/24/2015	PLC minutes, Lesson Plans, Student Work,	5/31/2016 monthly
G2.B2.S1.A1	Instructional needs to include a variety of literacy strategies that promote student comprehension of grade level and complex texts.	Stokes-Dancil, Hattie	8/24/2015	FAIR data, Teacher assessments, Performance Matter Data	5/31/2016 monthly
G3.B1.S2.A1	Teachers implement daily writing activities to increase writing abilities.	Alvaro, Susan	8/13/2015	Student work will be collected to determine strengths and weaknesses.	6/7/2016 one-time
G4.B1.S2.A1	Level 1&2 students will be placed in the double block Algebra 1.	Alvaro, Susan	8/7/2015	Master Schedule	6/7/2016 one-time
G1.B1.S1.A1	A check-in/check-out system for students experiencing behavior challenges.	Lane, Edward	8/31/2015	Each check-in/check-out log will be tied into a point total which helps to measure their participation, gains, and overall success.	5/27/2016 weekly
G5.B1.S1.A1	Analysis of District Cycle Assessments (9, 18, 27 week)	Oberg, Peter	8/24/2015	Performance Matters data, Item Analysis reports, student surveys	6/7/2016 quarterly
G4.B1.S1.A2	There will be a computer lab designated for Math department use with the Carnegie Cognitive Tutor	Oberg, Peter	8/13/2015		6/7/2016 daily
G3.B1.S1.A2	Teachers will be provided with netbook carts.	Oberg, Peter	8/13/2015		6/7/2016 weekly
G1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	Scores from each check-in/check-out log will be put into an excel spreadsheet.	Lane, Edward	9/8/2015	The data put into the Excel spreadsheet will be turned into a graph, thereby providing an opportunity for trend data collection and etc.	5/27/2016 weekly
G2.MA1	Student work, FSA Reading Score, SRI Reading Levels, reading intervention programs such as Read 180, Reading Plus	Stokes-Dancil, Hattie	8/24/2015	Student work, PLC minutes, SRI data, Performance Matters data	5/31/2016 quarterly
G2.B1.S1.MA1	Students will read grade level complex text, complete SRI assessments three times during the school year,	Stokes-Dancil, Hattie	8/24/2015	Student work, Performance Matters, SRI data	5/31/2016 one-time
G2.B1.S1.MA1	Lesson Plans, FAIR Data, Read 180 reports, Student Work	Stokes-Dancil, Hattie	8/24/2015	PLC Minutes, Student work, PLC and Student Data Chats, Read 180 SAM reports, Performance Matters data	5/31/2016 one-time
G2.B2.S1.MA1	Students will complete FAIR and SRI Assessments to monitor and support literacy strategies	Stokes-Dancil, Hattie	8/31/2015	PLC and Student data chats, Performance Matters, FAIR and SRI data	5/31/2016 one-time
G2.B2.S1.MA1	Students will take FAIR and SRI assessments three times during the school year; Teacher will have continuous data chats with students	Stokes-Dancil, Hattie	8/24/2015	FAIR, SRI, Performance Matter Data, and PLC minutes	5/31/2016 one-time
G3.MA1	Meeting Minutes (PLC), Collect student samples to compile data, Write Score data	Alvaro, Susan	8/13/2015	Meeting Minutes (PLC), Data chats, Walk-through data compiled and shared with the faculty, Write Score data	6/7/2016 monthly
G3.B1.S1.MA1	Discuss feedback and review effectiveness of graphic organizer. Review student writings.	Alvaro, Susan	8/13/2015	Minutes from the PLC will be collected.	6/7/2016 one-time
G3.B1.S1.MA1	Review the submissions and allow for feedback from teachers based on student writing whether their writing is improving.	Alvaro, Susan	8/13/2015	Students' work will be collected and reviewed to ensure improvements in their writing.	6/7/2016 monthly

Pinellas - 2031 - Lakewood High School - 2015-16 SIP
Lakewood High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S2.MA1	Teacher will hold PLCs, and use data chats.	Halstead, Elizabeth	8/13/2015	Minutes from PLCs, student work	6/7/2016 one-time
G3.B1.S2.MA1	Walk throughs, data chats, PLCs	Alvaro, Susan	8/13/2015	Student work, Walk through feedback, data chats	6/7/2016 one-time
G4.MA1	Feedback based on Carnegie Cognitive Tutor usage reports, District Cycle Assessments and FSA Assessments.	Alvaro, Susan	8/7/2015	Performance Matters Baseball Card, Carnegie Cognitive Tutor usage reports, District Cycle Assessments and FSA Assessments.	6/7/2016 quarterly
G4.B1.S1.MA1	Math Coach will PLC with teachers to collect data, facilitate data chats, and model best practices.	Keller, Diana	8/7/2015	PLC minutes, Performance Matters Baseball Card	6/7/2016 weekly
G4.B1.S1.MA1	Weekly reports from district on Cognitive Tutor usage	Alvaro, Susan	8/13/2015	Carnegie will send weekly reports outlining student usage separated by teacher.	6/7/2016 weekly
G4.B1.S1.MA2	Administrative and District walk throughs	Alvaro, Susan	8/7/2015	Feedback based on the Marzano Framework	6/7/2016 weekly
G4.B1.S2.MA1	Student performance on Cycle Assessments, Carnegie Cognitive Tutor, and FSA EOC	Keller, Diana	8/7/2015	Performance Matters Baseball Card, Cycle Assessments and FSA EOC	6/7/2016 quarterly
G4.B1.S2.MA1	The Master Schedule will allow for three double blocked sessions of Algebra 1	Alvaro, Susan	8/7/2015	Master Schedule and student schedules	6/7/2016 one-time
G5.MA1	Analysis of district Cycle Assessments (9, 18, 27 week)	Bending, Justin	8/24/2015	Performance Matters (item analysis), BBCard (student performance)	6/7/2016 quarterly
G5.B1.S1.MA1	[no content entered]			one-time	
G5.B1.S1.MA1	[no content entered]	Bending, Justin	8/24/2015		6/7/2016 quarterly
G6.MA1	All tests scores and DBQ essays will be evaluated by all US History teachers during their PLC meetings and look for ways to improve scores.	Davis, Harriet	8/13/2015	Teachers will bring their students' scores from Focus as well as their US History Cycle tests scores.	6/7/2016 monthly
G6.B1.S1.MA1	The department head will remind all US History teachers about upcoming DBQ trainings, as well as review the students' submissions and provide feedback.	Heiser-Herring, Jessica	8/13/2015	All US History teachers will attend at least one DBQ training and the department head will review the student submissions.	6/7/2016 quarterly
G6.B1.S1.MA1	The department head will remind each US History teacher to gradually release and use the DBQ packets.	Heiser-Herring, Jessica	8/13/2015	The department head will collect samples of the students' DBQ submissions.	6/7/2016 quarterly
G6.B1.S2.MA1	Administration will help cover classes so that US History teachers can watch another teacher model an effective lesson plan.	Davis, Harriet	8/13/2015	Teachers will take notes and bring back to their PLC what they learned while watching the modeling teacher.	6/7/2016 monthly
G6.B1.S2.MA1	Administration will remind through email for all PLCs to turn in their minutes, and review their submissions and provide valuable and constructive feedback.	Davis, Harriet	8/13/2015	PLC submission minutes with feedback	6/7/2016 weekly
G6.B1.S3.MA1	Teachers will analyze the data in their PLCs and provide feedback to each other.	Davis, Harriet	8/13/2015	PLC minutes regarding the data from the cycle tests.	6/7/2016 every-6-weeks
G6.B1.S3.MA1	Review knowledge from the prior 9 weeks information before the upcoming US History cycle tests.	Davis, Harriet	8/13/2015	Data collected from the the US Cycle tests.	6/7/2016 quarterly
G7.MA1	Amount of students who maintained enrollment in AP courses from August to June	Davis, Harriet	8/24/2015		6/7/2016 annually
G7.B1.S1.MA1	Sustained enrollment in AP course	Davis, Harriet	8/24/2015	Monthly monitoring of enrollment in AP courses	6/7/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G7.B1.S1.MA1	Monitor the enrollment in AP courses	Davis, Harriet	8/24/2015	The amount of students originally enrolled in AP courses and how many exited the course.	6/7/2016 semiannually

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.

G2. Increase the percent of students scoring at proficient level 3 on the Reading/ELA FSA from 45% to 50%.

G2.B1 55% of Level 1 and 2 students in reading

G2.B1.S1 All teachers will incorporate specific reading strategies within their lesson plans that support learning and increased lexile reading levels.

PD Opportunity 1

Lessons plans will be aligned to the FSA benchmarks and standards at the appropriate level of cognitive/text complexity needed.

Facilitator

Pete Oberg

Participants

All intensive Reading Teachers

Schedule

Monthly, from 8/24/2015 to 5/31/2016

G4. Lakewood High School students will increase school-wide FSA Algebra 1, Geometry, and Algebra 2 assessments pass rate by 3%.

G4.B1 New Standards are at a level of rigor that our students are not prepared for.

G4.B1.S1 Teachers will implement Carnegie Curriculum in all state assessed courses- Algebra 1, Geometry, and Algebra 2

PD Opportunity 1

All Algebra 1, Geometry and Algebra 2 teachers will be trained in the Carnegie Curriculum

Facilitator

Staci Gillen

Participants

Algebra 1, Geometry, and Algebra 2 teachers

Schedule

Annually, from 8/13/2015 to 6/7/2016

G6. Lakewood High School will raise the school-wide US History EOC scores by 5% from 47% to 52%.

G6.B1 Lakewood HS has 58% of Level 1 and Level 2 students in Reading and Math which hurts with understanding complex primary and secondary texts and graphs/charts.

G6.B1.S1 Students will complete a Document Based Question packet once every 9 weeks.

PD Opportunity 1

Teachers will assign a DBQ essay once every 9 weeks.

Facilitator

Matt Blum

Participants

All Social Studies teachers.

Schedule

Quarterly, from 8/13/2015 to 6/7/2016

G7. To increase enrollment in STEM related courses

G7.B1 Decrease the perceived barriers to allow increased enrollment in AP courses.

G7.B1.S1 Increase awareness of AP course requirement for students enrolled in the AVID program.

PD Opportunity 1

The AVID Site team will increase awareness of the AP course requirement for AVID students

Facilitator

Chantella Moore

Participants

Lakewood Faculty

Schedule

Monthly, from 8/24/2015 to 6/7/2016

Technical Assistance Items

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

G3. Increase students' abilities to write analytical essays using textual evidence.

G3.B1 58% of Level 1 and Level 2 students.

G3.B1.S1 Provide students with graphic organizers to help scaffold their writing and help organize their ideas.

PD Opportunity 1

Teachers will be provided with netbook carts.

Facilitator

Pete Oberg

Participants

All English teachers

Schedule

Weekly, from 8/13/2015 to 6/7/2016

G4. Lakewood High School students will increase school-wide FSA Algebra 1, Geometry, and Algebra 2 assessments pass rate by 3%.

G4.B1 New Standards are at a level of rigor that our students are not prepared for.

G4.B1.S1 Teachers will implement Carnegie Curriculum in all state assessed courses- Algebra 1, Geometry, and Algebra 2

PD Opportunity 1

There will be a computer lab designated for Math department use with the Carnegie Cognitive Tutor

Facilitator

Pete Oberg

Participants

Math Department

Schedule

Daily, from 8/13/2015 to 6/7/2016

Budget