

Pinellas County Schools

Lakewood Elementary School



2018-19 School Improvement Plan

Table of Contents

Purpose and Outline of the SIP	0
Current School Status	0
Appendix 3: Budget to Support Goals	0

Lakewood Elementary School

4151 6TH ST S, St Petersburg, FL 33705

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2017-18 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	F	D	D	F*

School Board Approval

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

SIP Authority

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

Lakewood Elementary's vision is 100% student success.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Woodford, Stephanie	Principal
Nellenbach, Renee	Assistant Principal
Chilcott, Lorie	Instructional Coach
Gayden, Holly	Instructional Coach
Araujo, Natalie	Instructional Coach
Metts, Lisa	Instructional Coach

Duties

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

The roles and responsibilities of the team members are all the same and that is to help facilitate the discussions as our SIP plan is planned, written and implemented by all staff. We will hold monthly review sessions with the entire faculty to discuss where the school is on each goal. We will edit and adjust our plan as needed. Additionally, our parents will be included in each step and will be encouraged to provide feedback for adjustments.

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	25	24	20	16	14	3	0	0	0	0	0	0	0	102
One or more suspensions	13	21	14	21	14	13	0	0	0	0	0	0	0	96
Course failure in ELA or Math	0	36	27	9	38	20	0	0	0	0	0	0	0	130
Level 1 on statewide assessment	0	0	0	36	32	32	0	0	0	0	0	0	0	100

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	12	30	32	23	40	30	0	0	0	0	0	0	0	167

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	1	1	9	0	0	0	0	0	0	0	0	0	13
Retained Students: Previous Year(s)	2	0	1	6	0	0	0	0	0	0	0	0	0	9

Date this data was collected

Tuesday 7/10/2018

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	15	12	18	10	8	5	0	0	0	0	0	0	0	68
One or more suspensions	4	16	22	13	15	9	0	0	0	0	0	0	0	79
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	17	19	13	0	0	0	0	0	0	0	49
Retention	5	3	11	29	14	3	0	0	0	0	0	0	0	65

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	6	13	21	24	13	0	0	0	0	0	0	0	77

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	15	12	18	10	8	5	0	0	0	0	0	0	0	68
One or more suspensions	4	16	22	13	15	9	0	0	0	0	0	0	0	79
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	17	19	13	0	0	0	0	0	0	0	49
Retention	5	3	11	29	14	3	0	0	0	0	0	0	0	65

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	6	13	21	24	13	0	0	0	0	0	0	0	77

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

All of Lakewood Elementary's scores are below the state averages and below the district averages. The two lowest areas are Math and Science. The trend data shows a decrease in all areas.

Which data component showed the greatest decline from prior year?

Lakewood Elementary's Math L25 saw the greatest decline, dropping 34% (from 47% to 13%). Overall, the school total points decreased from 234 to 161, a decline of 73 points.

Which data component had the biggest gap when compared to the state average?

Lakewood Elementary's Math scores had the largest gap compared to the state average. However, all areas were below the state average.

Which data component showed the most improvement? Is this a trend?

Lakewood Elementary's only gain was in ELA Learning Gains. This data point increased by 2%.

Describe the actions or changes that led to the improvement in this area

Because the increase was minor and all other data points decreased, many by double digits, Lakewood is unable to describe any targeted efforts that resulted in improvement.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	18%	50%	56%	22%	53%	55%
ELA Learning Gains	30%	47%	55%	28%	53%	57%
ELA Lowest 25th Percentile	42%	40%	48%	37%	47%	52%
Math Achievement	22%	61%	62%	30%	62%	61%
Math Learning Gains	24%	56%	59%	48%	61%	61%
Math Lowest 25th Percentile	13%	42%	47%	47%	48%	51%
Science Achievement	12%	57%	55%	22%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	25 (15)	24 (12)	20 (18)	16 (10)	14 (8)	3 (5)	102 (68)
One or more suspensions	13 (4)	21 (16)	14 (22)	21 (13)	14 (15)	13 (9)	96 (79)
Course failure in ELA or Math	0 (0)	36 (0)	27 (0)	9 (0)	38 (0)	20 (0)	130 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	36 (17)	32 (19)	32 (13)	100 (49)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
BLK	15	27	41	19	23	13	5				
HSP	60			60							
SWD	4	29		8	8						
FRL	17	30	38	22	24	13	13				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	47			43							
BLK	19	23	35	28	45	48	19				
SWD	7	22	30	14	35	60	7				
FRL	20	26	34	29	47	45	26				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Implement a transformative vision of teaching and learning through a Theory of Action
Rationale	In order to implement second-order (philosophical) change, the leadership team must demonstrate ownership of the vision. Ownership only comes when members of the team shift their thinking and understanding of how a transformative vision implemented with a Theory of Action leads to sustainable change in student evidences that result in increased achievement of rigorous standards.
Intended Outcome	Creation and implementation of a school-wide system for standards-based planning and transformative vision of teaching and learning.
Point Person	Stephanie Woodford (woodfords@pcsb.org)
Action Step	
Description	<ol style="list-style-type: none"> 1. Define key elements in a student centered with rigor classroom and connect them with the vision (S. Woodford) 2. Share vision with faculty and staff. (S. Woodford) 3. Communicate the school's Theory of Action to all faculty and staff and explain how it will be the way-of-work moving forward. (S. Woodford) 4. Share the School Instructional Maturity Model (SIMM) with the faculty and staff. (James Mills) 5. Principal will lead weekly core leadership team meetings to monitor progress toward the vision and problem solve around an issues that present (S. Woodford) 6. Develop a protocol for planning that includes norms, roles, and product expectations. (R. Nellenbach) 7. Connect the SIMM interrelationship between the Collaboration and Data to Drive Instruction/Intervention pillars as a means to create buy-in among faculty and staff. (James Mills) 8. Share the collaborative planning schedule, processes, and expectations with teachers and staff. (R. Nellenbach) 9. Engage with all members of the leadership team to clearly define roles and responsibilities in implementing the vision and how their role will change during the school year. (S. Woodford) 10. Create talking points and actions that will drive the vision and be shared with stakeholders. (S. Woodford) 11. Conduct LSI's RigorDiagnostic four times per year to gather data to determine growth toward rigor. (James Mills) 12. Attend Building Expertise 2019 Conference and other professional conferences. (S. Wodford) 13. Purchase and and develop a professional library of books and journals (S. Woodford) 14. Purchase membership dues for professional organizations (S. Woodford) 15. Design a "grow your own" Teachers-in-Training program through the addition of 5 teachers in training units. (S. Woodford)
Person Responsible	Stephanie Woodford (woodfords@pcsb.org)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. The leadership team will create a transformed vision of teaching and learning. 2. All faculty and staff will be able to articulate the vision and explain how they are integral in accomplishing it. 3. Participation in pre-planning

4. The SIMM will be posted in the Collaboration Room and referred to during administrative leadership meetings and collaborative PLCs.
5. Participation in meetings, meeting agendas, and adjustments made as a result of the meetings.
6. A written protocol for planning that includes norms, roles, and product expectations will be produced.
7. As the school evolves on the Collaboration pillar, the percentage of students in intervention will decrease.
8. The leadership team will provide varying levels of support during PLCs to ensure norms, roles, and product expectations are being followed.
9. Through their daily interactions and activities, members of the leadership team will articulate how their roles are critical in accomplishing the vision.
10. A written document will be produced that contains talking points related to the vision and all stakeholders' questions will be answered.
11. Rigor Diagnostic Data Reviews
12. Attendance at conferences
13. Purchase orders
14. Purchase orders
15. Success of the teachers acquiring a self-contained classroom following participation in the program

Person Responsible Renee Nellenbach (nellenbachr@pcsb.org)

Activity #2	
Title	ELA instruction will focus on reading, writing, and speaking grounded in evidence from texts, both literary and informational; regular practice with complex texts and their academic language; and building knowledge through content-rich nonfiction.
Rationale	Based on proficiency of 18% as measured by the 2017-18 FSA ELA, a profound gap exists in student mastery of the Florida Standards. A comprehensive needs assessment reflected a lack of focus on the skills and knowledge students will need to succeed in college, career, and life, especially in foundational grades of K-2. Understanding how the standards and the necessary shifts they call for is essential to implementing the standards.
Intended Outcome	Proficiency in English Language Arts will increase 7% (from 18% to 25%) as measured by the 2018-19 FSA ELA.
Point Person	Holly Gayden (gaydenh@pcsb.org)
Action Step	
Description	<ol style="list-style-type: none">1. Adopt and implement Core Knowledge ELA curriculum for grades K-5.2. Provide students in grades K-2 with explicit instructional opportunities in phonemic awareness, phonics, focusing heavily on the use of decodable texts.3. Utilize a lead teacher to provide targeted feedback and coaching in ELA content and pedagogy for grades 3-5, as well as lead LSI's Coaching for Implementation (C4I) protocols.4. Utilize a Reading Coach to provide targeted feedback and coaching in ELA content and pedagogy for grades K-2, as well as lead LSI's Coaching for Implementation (C4I) protocols.5. Provide initial training for all faculty and staff regarding the implementation of the Core Knowledge ELA curriculum.6. Teachers will meet two times per week in Professional Learning Communities to engage with ELA content and pedagogy.7. Coaches and teachers will use LSI's Standards Tracker to collaboratively plan lessons and share resources.8. All administrators, coaches, teachers, and staff will participate in LSI's professional learning days, which will revolve around Technique Tools from the IGNITE professional learning series.9. Principals, coaches, and lead teachers will coach all teachers in implementing the Technique Tools from LSI's IGNITE professional learning series.10. Principals, coaches, and teachers will use LSI's Growth Tracker to provide feedback and coaching to all teachers regarding the implementation of LSI's IGNITE professional learning series.11. Use LSI's IGNITE Walk to identify trends in implementation of the Technique Tools following each professional learning day.12. Conduct LSI's RigorWalk on a bi-weekly basis to gather data to determine growth toward rigor.13. iReady ELA will be used as a Tier 1 intervention for all students.14. iReady ELA Teacher Toolbox will be used as a Tier 2 intervention for identified students.15. Two interventionists will use ISPIRE as a Tier 3 intervention for identified students.16. Paraprofessionals will be paired with teachers who have a high ratio of students classified in Tier 2 and 3 in the RtI process and will assist teachers in core instruction and delivery of interventions.17. Teachers will use LSI's Standards Tracker to track student mastery toward standards using minute-to-minute monitoring and verifying by examining student evidence.

18. Assessment data from NWEA's MAP, iReady ELA (diagnostic and standards mastery), Core Knowledge ELA assessments will be used to group students and deliver interventions.
19. Teachers will be provided with opportunities to analyze data, plan lessons, and develop curriculum on Saturdays during the school year.
20. The Student Study Team (SST) will meet weekly to identify Tier 2 and 3 students, track progress on interventions, and design additional interventions as needed.
21. Teachers will be invited to participate with LSI's Curriculum practice area team during the summer of 2019 to develop ELA units.
22. Purchase materials and supplies to support whole- and small-group instruction related to implementation of the CKLA.
23. Purchase classroom libraries (decodable texts).
24. Utilization of ISPIRE by our ESE teachers and Paraprofessionals for our Students With Disabilities (SWD).

Person Responsible Stephanie Woodford (woodfords@pcsb.org)

Plan to Monitor Effectiveness

1. Bi-Weekly Assessment Data and MAP data will be utilized to move students into Tier 2 and Tier 3 for interventions.
 2. Percentage of students demonstrating ability to read on grade level.
 3. Number of completed coaching cycle and LSI badges earned by teachers.
 4. Number of completed coaching cycle and LSI badges earned by teachers.
 5. Completion and feedback on professional development. Utilization of the feedback during Look and Learns as evidence from reports in LSI's Growth Tracker.
 6. PLC agendas and minutes. Participant engagement. Utilization of the planning in the classroom as evidenced through observations and Look and Learns.
 7. LSI Standards Tracker Data. Lesson alignment to the standards.
 8. Pre-Planning Agenda and staff attendance at all trainings. Feedback provided by staff at the end of each day.
 9. Utilization of the technique tools in the classrooms collected by coaches, peers and administrators conducting 'Look and Learns'.
 10. Written and verbal coaching cycles completed and evidenced in the Growth Tracker.
 11. Ongoing evidence in the Growth Tracker as well as daily Look and Learns.
- Description** Advancement toward mastery of the 4 steps of the process.
12. Review of trend data collected.
 13. Observations and iReady reports
 14. Observations and iReady reports
 15. Interventionists' schedule, lesson plans, and observations resulting in a decrease of Tier 3 students.
 16. Feedback from the classroom teacher and observations
 17. Standards Tracker reports
 18. Ongoing adjustments to intervention groups
 19. Attendance and 'Lesson' product.
 20. Participation in the SST, agendas, and ongoing adjustments to the students in each Tier.
 21. Attendance and completion of unit plans.
 22. Purchase Orders
 23. Purchase Orders. Observations and utilization of the classroom libraries by teachers and students.
 24. Monitor on a student-by-student basis using monthly reports to track progress.

Person Responsible Holly Gayden (gaydenh@pcsb.org)

Activity #3

Title Mathematics instruction will focus on specific topics that are linked across grade levels and presented to build conceptual understanding, procedural skill and fluency, and application with equal intensity.

Rationale Based on proficiency of 22% as measured by the 2017-18 FSA Mathematics, a profound gap exists in student mastery of the Florida Standards. A comprehensive needs assessment reflected a lack of focus on the skills and knowledge students will need to succeed in college, career, and life. Understanding how the standards and the necessary shifts they call for is essential to implementing the standards.

Intended Outcome Proficiency in Mathematics will increase 7% (from 22% to 29%) as measured by the 2018-19 FSA Mathematics.

Point Person Stephanie Woodford (woodfords@pcsb.org)

Action Step

- Description**
1. Implement Eureka Math curriculum for grades K-5.
 2. Provide initial training for all faculty and staff regarding the implementation of the ELA Math curriculum.
 3. Teachers will meet two times per week in Professional Learning Communities to engage with math content and pedagogy.
 4. Utilize a Curriculum Specialist to provide targeted feedback and coaching in math content and pedagogy for grades K-2, as well as lead LSI's Coaching for Implementation (C4I) protocols.
 5. Utilize a Math Coach to provide targeted feedback and coaching in math content and pedagogy for grades 3-5, as well as lead LSI's Coaching for Implementation (C4I) protocols.
 6. Coaches and teachers will use LSI's Standards Tracker to collaboratively plan lessons and share resources.
 7. All administrators, coaches, teachers, and staff will participate in LSI's professional learning days, which will revolve around Technique Tools from the IGNITE professional learning series.
 8. Principals, coaches, and lead teachers will coach all teachers in implementing the Technique Tools from LSI's IGNITE professional learning series.
 9. Principals, coaches, and teachers will use LSI's Growth Tracker to provide feedback and coaching to all teachers regarding the implementation of LSI's IGNITE professional learning series.
 10. Use LSI's IGNITE Walk to identify trends in implementation of the Technique Tools following each professional learning day.
 11. Conduct LSI's RigorWalk on a bi-weekly basis to gather data to determine growth toward rigor.
 12. iReady Math will be used as a Tier 1 intervention for all students.
 13. iReady Math Teacher Toolbox will be used as a Tier 2 intervention for identified students.
 14. Interventionists will work with Tier 3 identified students.
 15. Paraprofessionals will be paired with teachers who have a high ratio of students classified in Tier 2 and 3 in the RtI process and will assist teachers in core instruction and delivery of interventions.
 16. Teachers will use LSI's Standards Tracker to track student mastery toward standards using minute-to-minute monitoring and verifying by examining student evidence.
 17. Assessment data from NWEA's MAP, iReady ELA (diagnostic and standards mastery), Eureka Math assessments will be used to group students and deliver interventions.

18. Teachers will be provided with opportunities to analyze data, plan lessons, and develop curriculum on Saturdays during the school year.
19. The Student Study Team (SST) will meet weekly to identify Tier 2 and 3 students, track progress on interventions, and design additional interventions as needed.
20. Purchase materials and supplies to support whole- and small-group implementation of Eureka Math and interventions.

Person Responsible Lorie Chilcott (chilcottl@pcsb.org)

Plan to Monitor Effectiveness

- Description**
1. 100% participation in Eureka professional development and classroom observation of utilization of the program.
 2. Attend Eureka training in Atlanta. Then, bring the training back to the staff through preplanning training, 100% Attendance.
 3. 100% PLC participation by all core teachers. Administrative support in the PLCs.
 4. Unit budgeted and personnel hired. Support calendars will show a minimum of 10 Look and Learn cycles per week.
 5. Unit budgeted and personnel hired. Support calendars will show a minimum of 10 Look and Learn cycles per week.
 6. Observations of PLCs and Lesson Plan Products
 7. 100% participation in preplanning
 8. Written and Verbal coaching cycle completed and evidenced in the Growth Tracker.
 9. Evidence in the Growth Tracker as well as Look and Learns
 10. Review of trend data collected. The trends will be shared with all staff members monthly.
 11. Number and frequency of Rigor Walks completed
 12. Observations and reports from iReady
 13. Observations and reports from iReady Toolbox
 14. Observations, lesson plans and a decrease of students staying in Tier 3.
 15. Feedback from classroom teachers. Observations of interventions conducted and a decrease of students remaining in Tier 3.
 16. Standards Tracker Reports
 17. Observations and ongoing adjustments to student intervention groups with a decrease of students requiring Tier 2 and Tier 3 interventions.
 18. Attendance and work products produced. Evaluations of the products will show alignment to the Florida Standards.
 19. Participation in SST, agendas, and ongoing adjustments and decreases to students in Tier 2 and Tier 3.
 20. Purchase orders.

Person Responsible Lorie Chilcott (chilcottl@pcsb.org)

Activity #4	
Title	Science instruction will focus on connecting scientific principles to real-world situations through scientific and engineering practices, cross-cutting concepts, and disciplinary core ideas.
Rationale	Based on proficiency of 12% as measured by the 2017-18 NGSS Science, a profound gap exists in student mastery of the Florida Standards. A comprehensive needs assessment reflected a lack of focus on the skills and knowledge students will need to succeed in college, career, and life, especially in regard to applying scientific principles to real-world situations. Understanding how the standards and how they cross-cut other disciplines is essential to implementing the standards.
Intended Outcome	Proficiency in Science will increase 7% (from 12% to 19%) as measured by the 2018-19 NGSS Science.
Point Person	Stephanie Woodford (woodfords@pcsb.org)

Action Step

Description	<ol style="list-style-type: none"> 1. Purchase and use supplemental trade books for use during ELA and science instruction and for classroom libraries. 2. Purchase MakerSpace cart and associated materials for implementation of STEM enrichment opportunities. 3. Utilize a Science Coach to provide targeted feedback and coaching in science content and pedagogy for grades K-5, as well as lead LSI's Coaching for Implementation (C4I) protocols. 4. Implement District Science curriculum for grades K-5. 5. Provide initial training for all faculty and staff regarding the implementation of the TBA curriculum. 6. Teachers will meet one time per week in Professional Learning Communities to engage with science content and pedagogy. 7. All administrators, coaches, teachers, and staff will participate in LSI's professional learning days, which will revolve around Technique Tools from the IGNITE professional learning series. 8. Principals, coaches, and lead teachers will coach all teachers in implementing the Technique Tools from LSI's IGNITE professional learning series. 9. Principals, coaches, and teachers will use LSI's Growth Tracker to provide feedback and coaching to all teachers regarding the implementation of LSI's IGNITE professional learning series. 10. Use LSI's IGNITE Walk to identify trends in implementation of the Technique Tools following each professional learning day. 11. Conduct LSI's RigorWalk on a bi-weekly basis to gather data to determine growth toward rigor. 12. Purchase materials and supplies for whole- and small-group implementation of core curriculum and interventions.
Person Responsible	Lisa Metts (mettsl@pcsb.org)

Plan to Monitor Effectiveness

Description	<ol style="list-style-type: none"> 1. Purchase Orders. Lesson Plan reviews and observations showing the cross curriculum efforts. 2. Purchase Order. Addition of elective offered to students. 3. Unit budgeted and personnel hired. Completion of a minimum of 10 Look and Learns per
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week.

4. Professional development, lesson plans and observations
5. 100% professional development attendance
6. 100% PLC participation. Lesson plan product review and implementation of such lesson in the classrooms as evidence through Look and Learns.
7. 100% participation in training during pre-planning
8. Written and verbal coaching cycles completed and evidenced in the Growth Tracker
9. Evidence in Growth Tracker as well as daily Look and Learns
10. Review trend data collected. Mastery of the 4 components will show an increase.
11. Number and frequency of Rigor Walks completed
12. Purchase Orders

Person Responsible Lisa Metts (mettsl@pcsb.org)

Activity #5	
Title	Attendance Student attendance will focus on clarifying attendance expectations and goals, educating and engaging students and families about the impact of attendance on achievement, ensuring accurate data collection and reporting and monitoring of attendance data regularly, recognizing good and improved attendance, and implementing additional supports at the Tier 2 and Tier 3 levels.
Rationale	Analysis of national testing data demonstrates that students who miss more school than their peers consistently score lower on standardized tests, a result that holds true at every age, in every demographic group, and in every state and city tested. Based on an ADA rate of 91% and a comprehensive needs assessment, specific strategies and monitoring of attendance is needed.
Intended Outcome	Attendance will improve by 2% (from 91% to 93%) as measured by the Daily Average Attendance report from FOCUS.
Point Person	Renee Nellenbach (nellenbachr@pcsb.org)
Action Step	
Description	<ol style="list-style-type: none"> 1. Personalize taking attendance by greeting students by name and welcoming a student back after an absence. 2. Create a mechanism to welcome each family and child at the beginning of the year. 3. Conduct annual school climate survey to measure the school's conditions for learning and integrate strategies based on the feedback into the school improvement plan. 4. Post school events on the marquee, website, and School Messenger. 5. Make attendance an item for discussion in all school events including back-to-school night, parent conferences, and other opportunities to share goals with various stakeholders. 6. Host events to celebrate perfect attendance and improved attendance for parents and students. 7. Participate in Attendance Awareness Month activities throughout the month of September. 8. Use social networking tools to inform stakeholders of the impact of missing school throughout the school year. 9. Make personal calls to families of at-risk students in a student is absent 2 or more days in a month. 10. Make home visits for students who have excessive absences. 11. Share and connect families with community resources like PIMS Navigator to fill a pressing need that may be hampering school attendance. 12. Connect students with appropriate medical care and/or homebound services when needed. 13. Place students with mentors based on attendance records from prior year. Assign mentors a ratio of 4:1, students to mentors. 14. Meet bi-weekly through the Child Study Team (CST) to analyze attendance data and implement interventions. 15. Offer ridesharing services for families in need. 16. Purchase materials and supplies for use in attendance, parent engagement activities and events. 17. Contract for services for training and implementation for parent engagement to promote student attendance.

Person Responsible Renee Nellenbach (nellenbachr@pcsb.org)

Plan to Monitor Effectiveness

Description

1. Observation of all teachers at doors during arrival greeting students.
2. Review team grade level plans will include the method of contact.
3. Communicate the importance of communication through multiple means
4. School Messenger Log and Lead Team Agenda
5. Ensure non-negotiable on all parent communications and parent activities
6. 9 Week celebrations
7. September calendar and committee agenda
8. Dojo data and School Messenger
9. CST notes and logs of parent contacts
10. District parent contact log in FOCUS
11. School Social Worker's Log
12. School Navigator's Log and CST Minutes
13. CST Minutes
14. Monthly Mentor Logs
15. CST minutes
16. Purchase Order
17. Purchase Order
18. Parent Engagement Nights conducted.

Person Responsible Stephanie Woodford (woodfords@pcsb.org)

Activity #6

Title	Student behavior will focus on implementing a Positive Behavior Intervention Support system that teaches students how to achieve expected outcomes prevents problem behaviors from taking place, provides relevant incentives for students who demonstrate desired behaviors, and uses consequences for punishment that are aligned to the function of the student's behavior.
Rationale	Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of schoolwide PBIS is to establish a climate in which appropriate behavior is the norm. A comprehensive needs assessment reflected a need to reduce discipline incidents, especially in the areas of elopement and physical aggression.
Intended Outcome	The number of discipline referral will decrease by 20% (from 358 to 286) as measured by the Discipline Summary Report in FOCUS.
Point Person	Stephanie Woodford (woodfords@pcsb.org)

Action Step

Description	<ol style="list-style-type: none"> 1. Identify 6-8 peer leaders and their administrator to form the PBIS/MTSS Team. 2. Throughout multiple meetings, the PBIS team will design and define Tier 1 behavior systems. 3. Obtain consensus of school-wide expectations, rules and consequences. 4. Design a Tier 1 positive behavior system, define expectations and calendar monthly events and the attendance criteria for each event. 5. Design lesson plans and a timeline associated with the delivery of instruction to allow for consistent teaching of expectations and rules. Provide an understanding of the reward system associated. 6. Design a system for behavior data collection and analysis. 7. Present and garner faculty support and buy-in through intensive training and collaboration. 8. Grade level teams will meet and establish and align a classroom PBIS System, with the school-wide PBIS/MTSS Plan. 9. Define evidence based Tier 2 interventions that will be utilized. 10. Establish the procedures for the implementation of an FBA for Tier 3 students.
Person Responsible	Stephanie Woodford (woodfords@pcsb.org)

Plan to Monitor Effectiveness

Description	<ol style="list-style-type: none"> 1. Group members submitted to district and attendance documented in meeting minutes 2. Meeting Minutes and final written plan 3. Observation of meetings and minutes 4. Final Comprehensive Plan printed 5. Observations and conditions walk data 6. Dojo data, referrals, and classroom support call logs 7. Pre-Planning agenda and participation 8. Administrative Observation and completed work product
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- 9. Final Comprehensive Plan
- 10. PD by behavior specialist and written plan

Person Responsible Renee Nellenbach (nellenbachr@pcsb.org)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

Family Engagement

Lakewood Elementary will dramatically increase our efforts to communicate with our families. We will do this through School Messenger, weekly newsletters, and events.

We will provide curriculum events tied to elective presentations to build parent content area knowledge.

Science Night

Student Led Conferences

Family Resource Night

Title 1 Annual Meeting

Meet the Teacher

Kindergarten Orientation

Reading Night

Math Night

Art Display

Music Programs

Reinstitute our Parent/Teacher Association.

Targets/Expected Results:

We will collect baseline data on our parent attendance during the 18-19 school year by offering one parent activity per month.

We will reinstitute and hold monthly PTA meetings, collecting baseline attendance data.

PFEP Link

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

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 the School Counselor, who implements a comprehensive guidance program to meet the social-emotional needs of the school, Lakewood has the following a district funded positions:

1. Social worker to work directly with students delivering individual and small group counseling along with

delivering referral services to families

2. Psychologist whose time is often allocated to the Response to Intervention process
3. Mental Health Counselor through partnership with Juvenile Welfare Board
4. A behavior specialist assists with meeting the needs of all students by providing supports with behavioral interventions for students identified as needing interim emotional supports.

5. School navigator to address social and emotional needs of families to inform them of community supports

School-wide programming include:

1. Pack a Snack Program
2. Snacks for all students
2. Clothes For Kids

Teachers and staff will be trained to use the PCS Restorative Practice Model to meet the social-emotional needs of all students including but not limited to cultural responsiveness and trauma sensitive training.

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. Middle school visitations for our 5th grade students to the matriculating middle schools will occur in the Spring to discuss programs and electives.

In the spring next-year grade level teachers will visit their incoming student classrooms to greet students and discuss exciting field trips and units that the students will be part of during the next school year. Additionally, all teachers will provide a "just right" level book for each student (determined by running record scores) to the next-grade level teachers to be presented to students on the first day of the next school year. This will provide students with a positive start to the new year and a familiar book to begin the year. Additionally it will reduce the potential for prolonged regression of reading progress.

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

We have redesigned all groups, teams and committees to create an aligned and inclusive communication and decision making structure.

This will be a coordinated effort between the School Based Leadership Team (SBLT) and our Leadership Team.

Both will meet weekly and uses the problem solving mode to address instructional and operational needs of the school. School-wide data is disaggregated and then analyzed to identify positive and/or negatives trends, barriers or causes for success.

We made instructional changes to align staff to our deficient FSA scores so that our resources were in alignment to the students' needs.

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

Grade 5 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. A Tiger Scholar event will be added this year to expose all 3rd-5th grade students to a college campus and gain an understanding of the potential for career and degree opportunities that are offered at a local college (USFSP).

Part V: Budget

Total:	\$197,600.00
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