

Pinellas County Schools

# Lakewood High School



## 2019-20 School Improvement Plan

---

## **Table of Contents**

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>5</b>
<b>Needs Assessment</b>	<b>7</b>
<b>Planning for Improvement</b>	<b>12</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>18</b>

# Lakewood High School

1400 54TH AVE S, St Petersburg, FL 33705

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

## Demographics

**Principal: Erin Savage**

Start Date for this Principal: 7/26/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	59%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
<b>School Grade</b>	2018-19: C
<b>School Grades History</b>	2017-18: C 2016-17: C 2015-16: C 2014-15: B 2013-14: B
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	<a href="#">Tracy Webley</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	

<b>Support Tier</b>	NOT IN DA
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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 High School is to create and nurture a foundation for learning and academic success where students take pride in their accomplishments and develop character traits, which have a positive impact on their education experience.

#### Provide the school's vision statement

The vision of Lakewood High School is to prepare our students for a competitive and global society.

### School Leadership Team

#### Membership

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

Name	Title
Savage, Erin	Principal
Principal	
Alvaro, Susan	Assistant Principal
Assistant Principal	
Heiser-Herring, Jessica	Teacher, K-12
Teacher, K-12	
Halstead, Elizabeth	Teacher, K-12
Teacher, K-12	
Lake, Laura	Teacher, K-12
Teacher, K-12	
Moore, Chantella	Teacher, K-12
Teacher, K-12	
Mudd, Laura	Assistant Principal
Assistant Principal	
Santiago, Linda	Teacher, K-12
Teacher, K-12	

### Early Warning Systems

#### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	278	266	291	176	1011
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	60	69	74	21	224

**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	0	0	0	0	0	0	0	0	0	24	22	57	1	104
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	1	1

**FTE units allocated to school (total number of teacher units)**

55

**Date this data was collected or last updated**

Monday 7/29/2019

**Prior Year - As Reported**

**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 with two or more early warning indicators:**

Indicator	Grade Level	Total
Students with two or more indicators		

**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	0	0	0	0	0	0	0	0	0	64	62	51	19	196
One or more suspensions	0	0	0	0	0	0	0	0	0	24	16	15	7	62
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	43	47	51	16	157
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	103	80	45	4	232

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Part II: Needs Assessment/Analysis**

**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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	52%	56%	56%	49%	56%	56%
ELA Learning Gains	41%	51%	51%	46%	53%	53%
ELA Lowest 25th Percentile	31%	43%	42%	39%	44%	44%
Math Achievement	43%	45%	51%	34%	46%	51%
Math Learning Gains	37%	44%	48%	50%	48%	48%
Math Lowest 25th Percentile	31%	41%	45%	50%	42%	45%
Science Achievement	47%	64%	68%	61%	66%	67%
Social Studies Achievement	61%	71%	73%	64%	72%	71%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	278 (0)	266 (0)	291 (0)	176 (0)	1011 (0)
Attendance below 90 percent	0 ( )	0 ( )	0 ( )	0 ( )	0 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

**Grade Level Data**

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	49%	54%	-5%	55%	-6%
	2018	47%	53%	-6%	53%	-6%
Same Grade Comparison		2%				
Cohort Comparison						
10	2019	48%	53%	-5%	53%	-5%
	2018	48%	54%	-6%	53%	-5%
Same Grade Comparison		0%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	46%	62%	-16%	67%	-21%
2018	59%	63%	-4%	65%	-6%
Compare		-13%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	62%	70%	-8%	70%	-8%
2018	64%	70%	-6%	68%	-4%
Compare		-2%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	27%	55%	-28%	61%	-34%
2018	16%	57%	-41%	62%	-46%
Compare		11%			



GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	53%	56%	-3%	57%	-4%
2018	48%	56%	-8%	56%	-8%
Compare		5%			

### Subgroup Data

2019 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
SWD	22	35	33	21	18		31	16		82	17
ELL	17	17									
ASN	75	44					91				
BLK	24	32	28	16	25	20	19	36		96	29
HSP	59	39		56			52	80		95	63
MUL	61	71								87	62
WHT	81	48	50	85	71		89	92		96	87
FRL	37	38	33	29	33	24	30	46		93	37

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 2015-16	C & C Accel 2015-16
SWD	20	37	31	5	24		22	16		80	4
ASN	83	52					82				
BLK	22	34	33	18	38	41	34	33		89	23
HSP	52	60		45	48		76	79		94	60
MUL	59	47									
WHT	79	56		72	79		87	96		91	81
FRL	32	40	37	25	41	44	42	49		85	30

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	493
Total Components for the Federal Index	10
Percent Tested	98%

<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
<b>English Language Learners</b>	
Federal Index - English Language Learners	17
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	2
<b>Asian Students</b>	
Federal Index - Asian Students	70
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	63
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	70
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	78
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends**

ELA and Math L25  
 ELA and Math LG  
 New teacher in Alg and Geom

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

Sci- Hispanic

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

Science  
 Lack of mastery of standards

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

Alg 1  
 Additional support for new teacher

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Attendance  
 Course Failures

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

1. Biology
2. L25 in ELA, Math
3. ESE/ ESSA
4. ELL/ESSA
5. Black/ESSA

**Part III: Planning for Improvement**

**Areas of Focus:**

<b>#1</b>	
<b>Title</b>	ELA
<b>Rationale</b>	<ol style="list-style-type: none"> <li>1. Our current level of performance is 52%, as evidenced in FSA.</li> <li>2. We expect our performance level to be 55% by the end of the 2020 school year.</li> <li>3. The problem/gap is occurring because students are not connecting to and mastering the content on the ELA FSA.</li> <li>4. If instructional practices around critical reading, implement remediation through text dependent questions and group students to improve comprehension of complex tasks would occur, the problem would be reduced by 3% and student learning gains would increase by 3%.</li> <li>5. Remediation for text based writing.</li> </ol>
<b>State the measureable outcome the school plans to achieve</b>	We expect our performance level to be 55% by the end of the 2020 school year.
<b>Person responsible for monitoring outcome</b>	Susan Alvaro (alvaros@pcsb.org)
<b>Evidence-based Strategy</b>	Increase instructional practices around critical reading, implement remediation through text dependent questions and group students to improve comprehension of complex tasks
<b>Rationale for Evidence-based Strategy</b>	This is an evidence based strategy that has proven successful in other environments with similar demographics.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers will receive District provided PD centered on close and critical reading and writing strategies, instructional shifts, standards, assessment and instructional methods</li> <li>2. Teachers meet in PLCs to review student work in order to implement remediation through text dependent questions, close reading activities, and deliberate grouping during core instruction to improve comprehension of complex tasks.</li> <li>3. Teachers will follow curriculum and pacing guides to ensure consistent focus on the standards</li> <li>4. Teachers will regularly use culturally relevant supplemental texts, include shorter, challenging passages that elicit close reading and rereading to formatively assess, monitor and inform instruction.</li> <li>5. Teachers will conduct data chats with students in order to provide students with setting and monitoring progress toward learning goals, create action plans and next steps and adjust instruction.</li> <li>6. Selected teachers will participate in emerging teacher leaders cadre.</li> <li>7. Increased consistent monitoring of teachers.</li> </ol>
<b>Person Responsible</b>	Susan Alvaro (alvaros@pcsb.org)

<b>#2</b>	
<b>Title</b>	Math
<b>Rationale</b>	Current Levels of performace are below state average
<b>State the measureable outcome the school plans to achieve</b>	<ol style="list-style-type: none"> <li>1. Increase FSA EOC Mathematics proficiency from 43 to 46.</li> <li>2. Increase FSA EOC Mathematics L25 Learning Gains from 31 to 34.</li> </ol>
<b>Person responsible for monitoring outcome</b>	Laura Mudd (muddl@pcsb.org)
<b>Evidence-based Strategy</b>	<ul style="list-style-type: none"> <li>• Teachers engage in instructional activities that incorporate higher order thinking questions, standards-based instruction, the Standards for Mathematical Practice and performance tasks aligned to Mathematics FloridaStandards (MAFS).</li> <li>• Enhance staff capacity to identify critical content from the Standards in alignment with district resources.</li> </ul>
<b>Rationale for Evidence-based Strategy</b>	These are evidence based strategies that have proven successful in other enviornments with similar demographics.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Math Teachers and the Administrator over Mathematics will attend district professional development around instructional shifts, standards, assessment, and instructional methods.</li> <li>2. Administrators monitor and support the implementation of mathematics programs through weekly classroom walk through.</li> <li>3. Administrator over mathematics meets with teachers at least twice a month during planning periods to develop strategies appropriate for their content and students.</li> <li>4. Teachers will actively participate in common planning to create and implement common lessons and formative assessment items.</li> <li>5. PD on Universal Design Learning (UDL) and Culturally Relevant Teaching (CRT).</li> </ol>
<b>Person Responsible</b>	Laura Mudd (muddl@pcsb.org)

<b>#3</b>	
<b>Title</b>	Biology
<b>Rationale</b>	Current Levels of performace are below state average
<b>State the measureable outcome the school plans to achieve</b>	Our current level of performance is 47%, as evidenced in Biology EOC. We expect our performance level to be 67% by the end of the 2020 school year.
<b>Person responsible for monitoring outcome</b>	Andrew Oyer (oyeran@pcsb.org)
<b>Evidence-based Strategy</b>	Strengthen staff ability to engage students in complex tasks. Strengthen staff practice to utilize questions to help students elaborate on content. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
<b>Rationale for Evidence-based Strategy</b>	These are evidence based strategies that have proven successful in other enviornments with similar demographics.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers will intentionally plan during PLCs for students to engage in complex tasks that are aligned to science and incorporate AVID’s WICOR learning support strategies.</li> <li>2. School-level administration will monitor classrooms for the implementation of the District’s scope, sequence and curricular materials and provide consistent and timely feedback to teachers and collaborate to determine next steps.</li> <li>3. Teachers will receive PD centered on inclusion of culturally relevant strategies such as movement, collaboration and accountable talk and strategies that can be used to meet the needs of diverse learners.</li> <li>4. Teachers will utilize appropriate sources of data to intentionally plan differentiated instructional supports to allow students to access the content and engage in complex tasks</li> </ol>
<b>Person Responsible</b>	[no one identified]

<b>#4</b>	
<b>Title</b>	Social Science
<b>Rationale</b>	Current Levels of performance are below state average
<b>State the measureable outcome the school plans to achieve</b>	Our current level of performance is 61%, as evidenced by FSA We expect our performance level to be 68% by end of the 2018-2019 school year.
<b>Person responsible for monitoring outcome</b>	Tequina Akintonde (akintondet@pcsb.org)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Enhance staff capacity to identify critical content from the Standards in alignment with district resources.</li> <li>2. Support staff to utilize data to organize students to interact with content in manners which differentiate/scaffold</li> <li>3. instruction to meet the needs of each student.</li> <li>4. Enhance staff capacity to support students through purposeful activation and transfer strategies.</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	These are evidence based strategies that have proven successful in other environments with similar demographics.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. School-level Administrators will conduct EOC Data Chats with all Social Studies teachers during pre-school to ensure that teachers have the most recent data and can begin planning based on that data.</li> <li>2. Teachers will intentionally plan during PLCs for students to engage in complex tasks that are aligned to social studies and incorporate AVID's WICOR learning support strategies.</li> <li>3. School-level administrators will encourage teachers to provide students with exposure to a variety of primary and secondary source documents at varying complexities throughout the year and to allow them time to productively struggle the document analysis process.</li> <li>4. School-level Administrators will monitor and support the implementation of literacy standards and strategies through DBQ project materials, SHEG lessons and deep-dive documents.</li> <li>5. Teachers will receive PD centered on inclusion of culturally relevant strategies such as movement, collaboration and accountable talk and strategies that can be used to meet the needs of diverse learners</li> </ol>
<b>Person Responsible</b>	[no one identified]



<b>#5</b>	
<b>Title</b>	Bridging the Gap
<b>Rationale</b>	Although there was a 20+ gain in L25 in our black subgroup, there is still a gap in overall achievement in the content areas.
<b>State the measureable outcome the school plans to achieve</b>	Increase black proficiency and learning gains in all content areas by 10%.
<b>Person responsible for monitoring outcome</b>	Erin Savage (savagee@pcsb.org)
<b>Evidence-based Strategy</b>	Ensure percentage of classrooms are exhibiting CRT will increase. Ensure active participation, within this subgroup, in ELP.
<b>Rationale for Evidence-based Strategy</b>	These are evidence based strategies that have proven successful in other environments with similar demographics.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers will receive PD centered on inclusion of culturally relevant strategies.</li> <li>2. Teachers will receive training on Focused Note taking and other WICOR strategies.</li> <li>2. Continued PD on Equity and Restorative Practices</li> <li>3. After school tutoring</li> <li>4. CIA to increase the amount of mentors by 20%</li> <li>5. Add progress monitoring plans (PMP) for all students in this subgroup with performance below expectations.</li> </ol>
<b>Person Responsible</b>	Erin Savage (savagee@pcsb.org)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

College/Career Readiness- Intensify staff capacity to support students in successfully completing advanced/acceleration coursework, Intensify staff capacity to support students in successfully completing and attaining industry certification and strengthen implementation of career academies to support student engagement, learning and project-based instruction

Graduation Rate Intensify graduation committee focus on data to plan interventions and supports for individual students, strengthen staff practice to communicate and engage students and families in planning when students are not on-track to graduate, strengthen staff ability to engage students for on-track promotion throughout high school.

School Climate/Conditions for Learning- Administrators to conduct weekly walk throughs specifically seeking standards based instructions, student engagement, relevant technology use, high level thinking skills employed by rigorous tasks, culturally relevant materials and engaging others to radically change growth mindset.

Attendance- Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis and strengthen the implementation of Tier 2 interventions to address and support the needs of students

Family and Community Engagement Effectively communicate with families about their students' progress and school processes/practices, provide academic tools to families in support of their students' achievement at home, purposefully involve families with opportunities for them to advocate for their students and Continue to collaborate with community based organizations to assist our students with their academic, social and emotional needs

Healthy Schools- Work with site based staff to identify activities to enhance our growth and maintain weekly wellness staff updates/activities

ESE/ESSA Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE), ensure that students requiring ESE services receive instruction designed to teach students to advocate for their academic, social and emotional needs, ensure that black students are provided with quality behavioral and/or academic strategies that are designed to reduce discipline/disproportionate placement in ESE programs.

ELL/ESSA- Enhance staff capacity to strategically plan and implement lessons which meet the needs of English learners and support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

<b>Part V: Budget</b>						
<b>1</b>	<b>III.A</b>	<b>Areas of Focus: ELA</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2031 - Lakewood High School			\$1,000.00
<b>2</b>	<b>III.A</b>	<b>Areas of Focus: Math</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		239-Other	2031 - Lakewood High School	School Improvement Funds		\$1,000.00
<b>3</b>	<b>III.A</b>	<b>Areas of Focus: Biology</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2031 - Lakewood High School	School Improvement Funds		\$1,000.00

<b>4</b>	<b>III.A</b>	<b>Areas of Focus: Social Science</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2031 - Lakewood High School	School Improvement Funds		\$1,000.00
<b>5</b>	<b>III.A</b>	<b>Areas of Focus: Bridging the Gap</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2031 - Lakewood High School			\$1,000.00
					<b>Total:</b>	<b>\$5,000.00</b>