

Pinellas County Schools

Lakewood Elementary School



2017-18 School Improvement Plan

Lakewood Elementary School

4151 6TH ST S, St Petersburg, FL 33705

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	86%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	D	F*	F

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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 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>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Lakewood Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest - Julio Valle	Comprehensive Support & Improvement - Dmt

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement

Lakewood Elementary's vision is 100% student success.

2. School Environment

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

Two comprehensive needs assessments will be conducted in the Fall of 2017 to determine levels of teacher practices and student learning. Focus areas of needs assessments include:

A. School Climate and Culture

Assessment results are reviewed by teachers and administrators to determine 1 priority action step improve teacher and students relations.

B. Professional Learning Communities

1. Shared vision
2. Leadership roles
3. Collective communication

C. Parental Engagement

1. School communication about student/grade level academic expectations

*Professional Development Partners:

Pinellas County School District
Schools at Work (PLC)
Center for Educational Leadership
The Education Company

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

LWES teachers explains, models, and teaches the Guidelines for Success which is the foundation of the Schoolwide Behavior System. The implementation of a new schoolwide behavior management plan promotes consistency for students
The school safety cadre will meet to provide, and monitor safety procedures to provide a safe learning environment.

PDP:

The Educational Company

c. 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

LWES has a School-Wide Behavior Plan which includes clear Guidelines for Success, School Rules, classroom point system and weekly and monthly incentives. Additionally, the school wide behavior plan includes a student discipline tracker system to promote a restorative practices which creates culture of teaching and learning.

d. 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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

Monitoring structures of EWS include:

Bi-monthly Child Study Team Meetings

Tracking of student absences using attendance coding

Use of school navigator to contact families about student attendance, school incentives and related school activities

Completion of PSW by CST to determine reasons and barriers to student tardies and absences

Goal:

By the end of the school year, decrease the number of students absent 10% or more by 5%.

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

1. 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

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

To support the core and due to the fact that a large percentage of students are at level 1 and 2 and the school has a school wide reading intervention for all students. Students identified in the early warning system, experience additional Tier II and Tier III academic and behavioral supports based on the specific needs of the individual students. For example: Students in Tier II and Tier III have a specially designed researched based interventions to better meet their learning, or behavioral, deficiencies.

Due to the large number of behavioral referrals, the school implements a school wide Positive Behavior Plan that includes tracking all students behavior through a student discipline tracker. The school also has increased the required positive to negative ratio of interaction from 3:1 to 5:1 in all classrooms.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

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

Lakewood Elementary School has a Family Community Liaison who works to seek out community partnerships. The goal this year is establish at least two new business partners to support school PBIS and teacher morale initiatives.

The Principal is also active in the community and invites community organizations to provide services, professional development, and partnerships with the school.

Community and Educational partnerships include but are not limited to:

- Suncoast Mental Health Services
- Juvenile Welfare Board
- Big Brothers/ Big Sisters.
- PEMHS Systems Navigator On-Site
- Pack-A-Snack Nourish to Flourish
- R'Club
- iClass Office of Strategic Partnerships
- Girlfriends
- 5000 Role Models
- University of South Florida, St. Petersburg
- Eckerd College-Lunch Pals
- Pinellas Department of Health, Dental Sealing Program

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Miles, Daphne	Principal
Nellenbach, Renee	Assistant Principal
Chilcott, Lorie	Other
Gayden, Holly	Other
Walker, Montoya	Other

b. Duties

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

The members of the Instructional Leadership team reviews the school wide data and completed the state 8 step problem solving model to develop the initial School Improvement Plan. The ILT utilizes the SIP as a road map and monitors the implementation of action plans to meet and exceed school goals.

In addition to monitoring implementation and effectiveness of the SIP, the SBLT develops, implements, monitors and evaluates Tier II and Tier III supports for students.

2. 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 Instructional Leadership Team implements the Transformation Zone instructional expectations of monitoring the results of assessment data sources to address the effectiveness of core instruction as well as Tier II and Tier III supports.

Our School Based Leadership Team (SBLT) meets 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Daphne Miles	Principal

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The advisory council assists in the preparation and evaluation of the school improvement plan monthly through a review of current school activities and data. At the meetings, the principal will share current school funding to support SIP goals. SAC members will provide input and the resulting budget will be held to a vote for compliance. The SAC will ensure that a portion of funds will be used for implementing the school improvement plan.

b. Development of this school improvement plan

SAC plays a major role in implementing, monitoring, and revising of the SIP plan through monthly meetings. Once in agreement with the plan, SAC members review progress of school goals throughout the year.

c. Preparation of the school's annual budget and plan

In alignment with data and identified needs, a budget is presented to the SAC committee showing how the funds will be allocated throughout the year. The committee then provides input, suggestions, and revisions where needed. The final budget is put to a vote and spending is reviewed throughout the year.

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

Funds supports t parent involvement activities and student positive reinforcement for behavior and academic supports for students (i.e. school-wide incentives to support the school's positive behavior plan).

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

No

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

Currently recruiting members to establish a quorum, set bylaws, develop a meeting calendar, set the agenda, and vote in the current council members. The first meeting TBD based on membership availability.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Gayden, Holly	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The LLT meets once a month to plan and organize for school-wide literacy activities. The literacy team plans to explain and demonstrate Marzano high-yielding strategies to increase teacher effectiveness.

The LLT and ILT will determine the areas of need to best promote a schoolwide literacy program with a focus on parental engagement.

N/A

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

The master schedule provides all grade levels with a 50 minute common planning time everyday. Teachers will have 1 guided planning periods each week supported by an instructional coach and/or the leadership team. Lakewood adheres to the Transformational Zone Collaborative Planning Model to improve and increase teacher effectiveness.

Lakewood has a full time Literacy and Math coach, along with a part-time Science coach, who lead guided planning sessions weekly. In alignment with our growth mindset model of instruction, transparency with data will be used to promote collaborative discussions highlighting teacher strengths and areas of need continuous improvement.

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

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

- *monthly celebrations in and out of school for staff
- *surveys to determine teacher and staff needs

- a. Preschool staff survey
- b. Mid semester survey of climate
- c. End of year climate survey
- *site professional development (w/ opportunities for additional pay) to support in areas of need
- *preferential hiring practices for obtaining and retaining teaching staff
- a. Vetted teacher interviews screened by district personnel-Talent Manager
- *highly-competitive compensation package
- *teacher returning/exit conferences

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

Mentors are provided training by the school district to ensure mentors are suitable for assisting and following all guidelines. Mentees include new teachers, new to school teachers, and new to grade level teachers as well as any teacher in need of support. A lead mentor will facilitate meetings with mentors and mentees.

Teachers are paired in a variety of ways: same grade/subject levels, support for classroom management, and experience. Principal, Daphne Miles will meet quarterly with new teachers to discuss needs/questions/concerns. Monthly topics are, but not limited to the following:

August-Getting to know Lakewood-Classroom Management/PBS/MTSS/Cultural Competency
September-Classroom Management/Parent Conferences
October- PMPs/Deliberate Practice Documents/Student Led Conferences
November- Instructional Development/Standards/Marzano
December-Climate/Culture Check
January- Review of DP progress and Student Achievement Data
February-Testing/Instructional Evaluation Model
March-Curriculum Round Table
April- Review of DP/Goals
May- Reflections/Celebration/Finale

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The core instructional program and materials are approved by the state for adoption and provided by Pinellas County School District Office of Teaching and Learning. Administrators, teachers and instructional coaches are deepening their understanding and implementation of excellent instruction as defined by the school district. Additionally, the resources available through the Transformational Zone assists the administrative team to support instructional expectations and the monitoring of learning by assessing student work, assessment results, and use of the Marzano framework.

b. Instructional Strategies

1. 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 school uses student assessment data to determine Tier II and Tier III academic interventions. In the classroom, the teachers use state assessments, Running Records, and bi-weekly mandated assessments to determine student needs and levels of proficiency.

Teachers plan with coaches using DOK supports to differentiate instructional delivery as well as student tasks/homework. Time is provided daily for both Math and Literacy intervention. During this time teachers/para professionals work with small groups of students identified by data. Curriculum is also supplemented with district approved software programs such as Istation and ST Math to support diverse student learning needs.

Data chats are also conducted throughout the school year with teams and individual teachers to determine the progress of students and how they are adjusting instruction to meet their students' changing needs. Teachers are also responsible to conduct data chats with students to set goals and monitor progress.

2. 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: 16,200

As a low 300 school Lakewood will implement the district plan for additional 90 minutes of intervention provided daily to all students. Based on assessment data students will receive support and/or enrichment in Reading and Math. Small group interventions based upon the diagnostic needs of the students will be provided by trained staff members (to include paraprofessionals) that may include one or more of the following: IStation, Guided Reading, LLI, Word Work, ST Math, Eureka. Small groups are adjusted based upon on-going progress monitoring to meet the academic needs of the students.

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

Additional instructional structures to extend student learning includes:

Daily Intervention Hour (L300)

Promise Time

ELP (alignment to instruction through use of IREADY, ST Math)

Strategy Rationale

On-site, ongoing capacity building of the classroom teacher for increased understanding of the standards and to more purposefully differentiate instruction based on data is the most effective and efficient way to accomplish improved student achievement.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Harrison, Mercedes, harrisonme@pcsb.org

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

Running Records, Measures of Academic Progress® (MAP®), MFAS tasks, and grade level assessments will be monitored and analyzed to identify progress being made.

Strategy: Summer Program

Minutes added to school year: 4,800

Provide intensive Reading support for 3rd grade potential retainee students as well as Reading/ Science/Math support for struggling students in grades K-4.

Strategy Rationale

To minimize the potential for summer learning regression.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Harrison, Mercedes, harrisonme@pcsb.org

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

Pre and Post tests (Reading, Math, Science K-4) provided by the district as well as SAT 10 for potential retainee students.

Strategy: After School Program

Minutes added to school year: 10,800

A dedicated 1-2 hours (depending on the program) of after school enrichment and intervention across content areas. Programs are provided by highly qualified teachers/paraprofessionals, and/or certified instructors from various companies who work with small groups of students. Programs include i-Ready, i-Class, Winning Reading Boost, STEM.

Strategy Rationale

To provide an extension to the school day where students are able to engage in effective and relevant learning opportunities that enrich, support, and/or supplement their core instruction.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Nellenbach, Renee, nellenbachr@pcsb.org

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

Program reports from i-Ready, student attendance, bi-weekly MAP data (as compared to those not attending), i-Class assessments, STEM Pre and Post tests, Winning Reading ongoing progress monitoring (90 days).

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. 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 schools visit 5th grade students 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.

b. College and Career Readiness

1. 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 2018. 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).

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

Current 5th grade students with a Level 3 or higher on state Assessments have access to accelerated virtual school math courses to enrich the math curriculum.

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

Lakewood offers a STEM for grades 4 and 5 after school. This program exposes students to career opportunities and technical skills in the area of Science, Math, and Engineering. Although a rudimentary exposure, this program is the foundation for building an interest in these areas for middle and high school advancement.

4. 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

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** LWES is developing a shared understanding of high academic expectations for each student that fosters a sense of community learning among faculty, staff and students.
- G2.** LWES is designing a professional development plan that ensures teachers are collaboratively planning to deepen their understanding of effective instructional practices using Professional Learning Communities as a structure.
- G3.** LWES is using standard based instruction align with the Marzano Framework to strengthen teacher practice to increase student achievement.
- G4.** LWES is developing communication strategies to help parents understand their child's academic and behavior progress.
- G5.** LWES is developing and sustaining a healthy, respectful, caring and safe learning environment for students, staff and community members.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. LWES is developing a shared understanding of high academic expectations for each student that fosters a sense of community learning among faculty, staff and students. 1a

G090391

Targets Supported 1b

Indicator	Annual Target
Effective+ Administrators	75.0
FSA ELA Achievement - Black/African American	50.0

Targeted Barriers to Achieving the Goal 3

- Varying levels of implemented instructional strategies

Resources Available to Help Reduce or Eliminate the Barriers 2

- turnover of school leadership (principal and assistant principal)

Plan to Monitor Progress Toward G1. 8

Collaborative lesson planning by grade level teachers will be reviewed by instructional coaches

Person Responsible

Holly Gayden

Schedule

Weekly, from 8/7/2017 to 5/31/2018

Evidence of Completion

Lesson plan checks will be recorded with feedback to teachers

G2. LWES is designing a professional development plan that ensures teachers are collaboratively planning to deepen their understanding of effective instructional practices using Professional Learning Communities as a structure. 1a

G089123

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	75.0

Targeted Barriers to Achieving the Goal 3

- A professional development plan does not exist therefore it is not evident or measured to inform instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- National, state, and local professional development opportunities
- Professional Learning Communities Model/Plan

Plan to Monitor Progress Toward G2. 8

Development of Professional Development Plan

Person Responsible

Daphne Miles

Schedule

Monthly, from 7/1/2017 to 5/31/2018

Evidence of Completion

Professional Development Surveys

G3. LWES is using standard based instruction align with the Marzano Framework to strengthen teacher practice to increase student achievement. 1a

G089121

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0
Math Gains	58.0
FSA Science Achievement	32.0
Math Lowest 25% Gains	50.0
FSA ELA Achievement	38.0

Targeted Barriers to Achieving the Goal 3

- Potential misalignment of teacher deliberate practice/growth plan to SIP academic goals

Resources Available to Help Reduce or Eliminate the Barriers 2

- Marzano Learning Map and other resources

Plan to Monitor Progress Toward G3. 8

We will know if teachers are progressing toward completion of their DP action plan, if teacher practice strategies are observable and student work is a source of evidence.

Person Responsible

Renee Nellenbach

Schedule

Every 3 Weeks, from 9/4/2017 to 5/31/2018

Evidence of Completion

The Assistant Principal will provide a report of DP status to the Instructional Leadership Team.

G4. LWES is developing communication strategies to help parents understand their child's academic and behavior progress. 1a

G089122

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	50.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent communication with families about how students grades are determined

Resources Available to Help Reduce or Eliminate the Barriers 2

- School messenger, Peach Jar, community partnerships

Plan to Monitor Progress Toward G4. 8

We will offer parental workshops to explain communication plan and grade level expectations.

Person Responsible

Renee Nellenbach

Schedule

Every 3 Weeks, from 8/7/2017 to 5/31/2018

Evidence of Completion

Progress reports and communication logs

G5. LWES is developing and sustaining a healthy, respectful, caring and safe learning environment for students, staff and community members. 1a

G089119

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Staff	80.0
School Climate Survey - Student	80.0
School Climate Survey - Parent	80.0

Targeted Barriers to Achieving the Goal 3

- Lack of staff participation to complete assessment modules and develop an action plan for improvement

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administrator Café Manager Physical Education Teacher/ Health Teacher/Classroom Teacher, Employee Wellness Champion, District PCS Wellness Consultant

Plan to Monitor Progress Toward G5. 8

The Healthy School will review all assessment results to determine the effectiveness each module.

Person Responsible

Renee Nellenbach

Schedule

Monthly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Module results will be collected and reviewed.

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. LWES is developing a shared understanding of high academic expectations for each student that fosters a sense of community learning among faculty, staff and students. **1**

 G090391

G1.B1 Varying levels of implemented instructional strategies **2**

 B241363

G1.B1.S1 Provide professional development focused on learning environment with rigor **4**

 S254398

Strategy Rationale

As teachers raise the level of academic expectations of students, a school culture for learning increases.

Action Step 1 **5**

Develop an instructional assessment to determine the level of understanding of high academic expectations across grade levels

Person Responsible

Daphne Miles

Schedule

Biweekly, from 7/1/2017 to 6/30/2018

Evidence of Completion

Monthly cadre meeting, lesson plans, school climate survey results

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

The instructional leadership team will observe and record teacher practices during core instruction to determine the level of implementation of rigor using Marzano's taxonomy

Person Responsible

Daphne Miles

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Data results of observed teacher practice

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

The Behavior Specialist will collect school climate data.

Person Responsible

Montoya Walker

Schedule

Monthly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Behavior specialist will review school climate data to assess school data.

G2. LWES is designing a professional development plan that ensures teachers are collaboratively planning to deepen their understanding of effective instructional practices using Professional Learning Communities as a structure. 1

G089123

G2.B1 A professional development plan does not exist therefore it is not evident or measured to inform instruction 2

B237267

G2.B1.S1 Create a Professional Development Plan 4

S254397

Strategy Rationale

Professional development supports the deepening of teacher practices to teach a standard based curriculum

Action Step 1 5

Develop a professional development plan that focuses on teacher capacity to plan for instruction using an inquiry cycle approach

Person Responsible

Daphne Miles

Schedule

Weekly, from 7/26/2017 to 5/31/2018

Evidence of Completion

The instructional leadership team will report the data analysis of student performance teacher and grade level trends to address academic gaps.

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

We will know if teachers and teams are collaborative planning and using data to inform instruction, if the level of student performance increases as measured by formative data with emphasis in the area of ELA.

Person Responsible

Daphne Miles

Schedule

Biweekly, from 8/1/2017 to 5/31/2018

Evidence of Completion

The Instructional Leadership team will report the data to the faculty and staff.

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

We will focus on the quality of teaching and instruction through learning walks to provide teachers with targeted feedback to improve and increased student learning.

Person Responsible

Daphne Miles

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Learning walk/observational data and student performance

G3. LWES is using standard based instruction align with the Marzano Framework to strengthen teacher practice to increase student achievement. 1

G089121

G3.B1 Potential misalignment of teacher deliberate practice/growth plan to SIP academic goals 2

B237256

G3.B1.S1 Provide instructional coaching that is focused on teacher practice using the Marzano resources and other instructional frameworks 4

S249920

Strategy Rationale

Teacher need specific targeted feedback to improve their instructional practices

Action Step 1 5

Review the 2016=17 SIP goals and determine goals were met

Person Responsible

Lorie Chilcott

Schedule

Monthly, from 8/7/2017 to 6/30/2018

Evidence of Completion

Teacher lesson plans, formative assessments, student work through the use of journals, and MAP assessments.

Action Step 2 5

Implement instructional strategies that focus

Person Responsible

Renee Nellenbach

Schedule

Biweekly, from 9/11/2017 to 5/31/2018

Evidence of Completion

Formative Assessments and on line student instructional resources that measures student results or learning trajectory

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

Instructional coaches will conduct monthly DP checks with instructional teachers to review the progress of their actions steps.

Person Responsible

Holly Gayden

Schedule

Monthly, from 8/21/2017 to 5/31/2018

Evidence of Completion

The Assistant Principal will record status check of teachers' DP progress using iObservation.

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

Bi-weekly common assessments that measure student academic progress. Collaborative planning sessions between teachers and leadership team to determine teaching practice opportunity gaps.

Person Responsible

Renee Nellenbach

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

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

G4. LWES is developing communication strategies to help parents understand their child's academic and behavior progress. 1

G089122

G4.B1 Inconsistent communication with families about how students grades are determined 2

B241866

G4.B1.S1 Provide reports about academic and behavior student progress to increase parent awareness and engagement 4

S255189

Strategy Rationale

We need to increase parent engagement focus on student learning.

Action Step 1 5

Provide parents with academic and behavior reports using data.

Person Responsible

Daphne Miles

Schedule

Biweekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Academic and behavior reports

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

Select appropriate reports from Performance Matters and MAP

Person Responsible

Renee Nellenbach

Schedule

Biweekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Parent Survey Results

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

The Student Support Team will develop a academic and behavior plan to send report home to parents.

Person Responsible

Renee Nellenbach

Schedule

Biweekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Academic and behavior reports

G5. LWES is developing and sustaining a healthy, respectful, caring and safe learning environment for students, staff and community members. **1**

 G089119

G5.B1 Lack of staff participation to complete assessment modules and develop an action plan for improvement **2**

 B237250

G5.B1.S1 Include Health for 20 min each day in grades K-5 as identified in the Master Schedule Adhere to district guidelines school wide for the healthy snack initiative. Provide More Health Lessons in grades K-5 throughout the year aligned to exercise, healthy eating, and best health practices. Establish Edible Peace Patch Project for K-2. Provide 2 healthy workshops for teachers. **4**

 S249917

Strategy Rationale

To ensure an early foundation for the development of healthy lifestyle choices and habits for life.

Action Step 1 5

The Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s)

Person Responsible

Daphne Miles

Schedule

Monthly, from 8/7/2017 to 5/31/2018

Evidence of Completion

Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program.

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

The Healthy School will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item (s)

Person Responsible

Daphne Miles

Schedule

Monthly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program.

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

Monitor the staff completion of the assessment Modules

Person Responsible

Daphne Miles

Schedule

Monthly, from 9/4/2017 to 5/31/2018





Evidence of Completion

Completed assessment modules will be collected

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1 M350886	Collaborative lesson planning by grade level teachers will be reviewed by instructional coaches	Gayden, Holly	8/7/2017	Lesson plan checks will be recorded with feedback to teachers	5/31/2018 weekly
G2.MA1 M341282	Development of Professional Development Plan	Miles, Daphne	7/1/2017	Professional Development Surveys	5/31/2018 monthly
G3.MA1 M341264	We will know if teachers are progressing toward completion of their DP action plan, if teacher...	Nellenbach, Renee	9/4/2017	The Assistant Principal will provide a report of DP status to the Instructional Leadership Team.	5/31/2018 every-3-weeks
G4.MA1 M341270	We will offer parental workshops to explain communication plan and grade level expectations.	Nellenbach, Renee	8/7/2017	Progress reports and communication logs	5/31/2018 every-3-weeks
G5.MA1 M341256	The Healthy School will review all assessment results to determine the effectiveness each module.	Nellenbach, Renee	8/21/2017	Module results will be collected and reviewed.	5/31/2018 monthly
G5.B1.S1.MA1 M341254	Monitor the staff completion of the assessment Modules	Miles, Daphne	9/4/2017	Completed assessment modules will be collected	5/31/2018 monthly
G5.B1.S1.MA1 M341255	The Healthy School will review all assessment items to determine the most feasible item(s) to...	Miles, Daphne	9/4/2017	Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program.	5/31/2018 monthly
G5.B1.S1.A1 A326173	The Healthy School Team will review all assessment items to determine the most feasible item(s) to...	Miles, Daphne	8/7/2017	Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program.	5/31/2018 monthly
G3.B1.S1.MA1 M341260	Bi-weekly common assessments that measure student academic progress. Collaborative planning...	Nellenbach, Renee	8/14/2017	Lesson plans, formative student data, and minutes of collaboration meetings.	5/31/2018 weekly
G3.B1.S1.MA1 M341261	Instructional coaches will conduct monthly DP checks with instructional teachers to review the...	Gayden, Holly	8/21/2017	The Assistant Principal will record status check of teachers' DP progress using iObservation.	5/31/2018 monthly
G4.B1.S1.MA1 M352530	The Student Support Team will develop a academic and behavior plan to send report home to parents.	Nellenbach, Renee	8/21/2017	Academic and behavior reports	5/31/2018 biweekly
G3.B1.S1.A2 A346886	Implement instructional strategies that focus	Nellenbach, Renee	9/11/2017	Formative Assessments and on line student instructional resources that measures student results or learning trajectory	5/31/2018 biweekly
G2.B1.S1.MA1 M350888	We will focus on the quality of teaching and instruction through learning walks to provide teachers...	Miles, Daphne	8/21/2017	Learning walk/observational data and student performance	5/31/2018 weekly
G2.B1.S1.MA1 M350887	We will know if teachers and teams are collaborative planning and using data to inform...	Miles, Daphne	8/1/2017	The Instructional Leadership team will report the data to the faculty and staff.	5/31/2018 biweekly
G2.B1.S1.A1 A333292	Develop a professional development plan that focuses on teacher capacity to plan for instruction...	Miles, Daphne	7/26/2017	The instructional leadership team will report the data analysis of student performance teacher and grade level trends to address academic gaps.	5/31/2018 weekly
G1.B1.S1.MA1 M350890	The Behavior Specialist will collect school climate data.	Walker, Montoya	9/4/2017	Behavior specialist will review school climate data to assess school data.	5/31/2018 monthly
G1.B1.S1.MA1 M350889	The instructional leadership team will observe and record teacher practices during core...	Miles, Daphne	8/14/2017	Data results of observed teacher practice	5/31/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S1.MA1  M352529	Select appropriate reports from Performance Matters and MAP	Nellenbach, Renee	8/21/2017	Parent Survey Results	5/31/2018 biweekly
G4.B1.S1.A1  A334654	Provide parents with academic and behavior reports using data.	Miles, Daphne	8/21/2017	Academic and behavior reports	5/31/2018 biweekly
G1.B1.S1.A1  A333293	Develop an instructional assessment to determine the level of understanding of high academic...	Miles, Daphne	7/1/2017	Monthly cadre meeting, lesson plans, school climate survey results	6/30/2018 biweekly
G3.B1.S1.A1  A326177	Review the 2016=17 SIP goals and determine goals were met	Chilcott, Lorie	8/7/2017	Teacher lesson plans, formative assessments, student work through the use of journals, and MAP assessments.	6/30/2018 monthly

V. Professional Development Opportunities

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

G1. LWES is developing a shared understanding of high academic expectations for each student that fosters a sense of community learning among faculty, staff and students.

G1.B1 Varying levels of implemented instructional strategies

G1.B1.S1 Provide professional development focused on learning environment with rigor

PD Opportunity 1

Develop an instructional assessment to determine the level of understanding of high academic expectations across grade levels

Facilitator

Instructional coaches, educational consultants

Participants

Administrators, teachers, coaches, students and families

Schedule

Biweekly, from 7/1/2017 to 6/30/2018

G2. LWES is designing a professional development plan that ensures teachers are collaboratively planning to deepen their understanding of effective instructional practices using Professional Learning Communities as a structure.

G2.B1 A professional development plan does not exist therefore it is not evident or measured to inform instruction

G2.B1.S1 Create a Professional Development Plan

PD Opportunity 1

Develop a professional development plan that focuses on teacher capacity to plan for instruction using an inquiry cycle approach

Facilitator

Educational Partnerships and Consultants

Participants

Administrators, Teachers,

Schedule

Weekly, from 7/26/2017 to 5/31/2018

G3. LWES is using standard based instruction align with the Marzano Framework to strengthen teacher practice to increase student achievement.

G3.B1 Potential misalignment of teacher deliberate practice/growth plan to SIP academic goals

G3.B1.S1 Provide instructional coaching that is focused on teacher practice using the Marzano resources and other instructional frameworks

PD Opportunity 1

Review the 2016=17 SIP goals and determine goals were met

Facilitator

Instructional coaches, educational consultants, and community partners

Participants

Teachers, paraprofessionals, students in grades kindergarten through fifth grade.

Schedule

Monthly, from 8/7/2017 to 6/30/2018

PD Opportunity 2

Implement instructional strategies that focus

Facilitator

Instructional coaches

Participants

Teachers, instructional coaches and administrators

Schedule

Biweekly, from 9/11/2017 to 5/31/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Develop an instructional assessment to determine the level of understanding of high academic expectations across grade levels				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		120-Classroom Teachers	2021 - Lakewood Elementary School	Title, I Part D		\$5,000.00
			<i>Notes: Notes :includes professional development consultancy</i>			
2	G2.B1.S1.A1	Develop a professional development plan that focuses on teacher capacity to plan for instruction using an inquiry cycle approach				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		120-Classroom Teachers	2021 - Lakewood Elementary School	Title, I Part D		\$10,000.00
			<i>Notes: Notes: Includes state and national conferences and professional development trainings for teachers, coaches and administrators; consultants</i>			
3	G3.B1.S1.A1	Review the 2016=17 SIP goals and determine goals were met				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		120-Classroom Teachers	2021 - Lakewood Elementary School	Title I, Part A		\$0.00
			<i>Notes: Notes</i>			
4	G3.B1.S1.A2	Implement instructional strategies that focus				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		120-Classroom Teachers	2021 - Lakewood Elementary School	Title, I Part D		\$10,000.00
			<i>Notes: Purchase of student and teacher instructional materials to support Eureka implementation, literacy materials, and student and teacher materials.</i>			
5	G4.B1.S1.A1	Provide parents with academic and behavior reports using data.				\$0.00
6	G5.B1.S1.A1	The Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s)				\$0.00
					Total:	\$25,000.00