



School Improvement Plan 2017-18

Lakewood High School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



Vision and Direction

School Improvement Plan 2017-18

School Profile

Principal: Erin Savage	SAC Chair: Flora Jackson
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School Vision	To prepare our students for a competitive global society.
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School Mission	The mission of Lakewood High School is to create a foundation of learning where students take PRIDE in their accomplishments, develop CHARACTER traits which have a positive impact on their educational experience, and a yearning for ACADEMIC success.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
	2.4	52.3	8.8	3.8	32.3	0.4

School Grade	2017: C	2016: C	2015: B	Title 1 School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	55%	49%	45%	38%	62%	58%	60%	55%	50%	46%	90%	85%
Learning Gains All	55%	46%	45%	40%								
Learning Gains L25%	40%	30%	45%	37%								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Erin	Savage	FT	1-3 years
Assistant Principal	Laura	Mudd	FT	1-3 years
Assistant Principal	Andrew	Oyer	FT	Less than 1 year
Assistant Principal	Susan	Alvaro	FT	4-10 years
Assistant Principal	Tequena	Akintonde	FT	Less than 1 year
Total Instructional Staff:	67	Total Support Staff:	13	



School Culture for Learning

Connections: **District Strategic Plan** ●Goals 2, 3
Marzano Leadership ●Domain 5

School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Lakewood High School's expectation for providing a safe, secure and healthy learning environment starts during the summer of each year at our Freshman Orientation. New students and families are introduced to our Administrative team, Guidance Counselors, S.R.O. and other key support staff on campus. All freshmen English classes are visited within the first two days of school and are given our guidelines for success, which include but are not limited to dress code, cell phone policy, the policy on bullying and harassment (including who talk to if they are having problems), attendance, acceptable behavior and social skills in the classroom, hallways, lunch and extra-curricular activities.

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

During pre-school, the staff was given the discipline date for the previous year and the gap between black and non-black students was discussed. We are revamping our Discipline Committee and staff members are encouraged to give input that adhere to the guidelines of success. Each teacher is given a copy of the Lakewood High School Discipline Policy and are required to submit their classroom discipline plan that is aligned to the school's guidelines for success. Student discipline data is pulled from School Profiles monthly and is discussed at the MTSS/PBS and SBLT meetings and disseminated at monthly Faculty meetings. Administrators, S.R.O. and Campus Monitors meet regularly to ensure that equitable consequences are being adhered to and that we are the models of Restorative Practices campus-wide.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

The Lakewood High School MTSS Team has set up a system of supports which have an impact on the academics and behavior of the students in our school. Tier 1 processes have been implemented school-wide and are being monitored with fidelity. Integration of "soft skills" is a goal of our SBLT to ensure that all students can learn to advocate for themselves in a positive manner using character education and conflict resolution. Lakewood High School has developed an early warning system for academics and behavior which alerts us as to whether a student is in need of Tier 2 or Tier 3 services. These services are then implemented with the personnel in charge of the needed resource(s) and monitored with fidelity. With the implementation of restorative practices the goal is to reduce the amount of time students are out of class due to discipline issues, in-school suspensions and out of school suspensions thus increasing academic success due to students not being removed from the learning environment.

Some examples of these supports are:

Tier 1 Academics	Tier 1 Behavior
Khan Academy SATpractice.org ELP	Spartan Spenders Student of the Week
Tier 2 Academics	Tier 2 Behavior
ELP Peer Tutoring	5000 Role Models Girlfriends (being revamped) Peer Groups
Tier 3 Academics	Tier 3 Behavior
Teacher Tutoring ELP Credit Recovery	Peer to Peer Mentoring Referral of Outside Services Adult Mentor

Data-Based Problem Solving

4. Describe your school’s plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

The Lakewood High School plan to meet the social-emotional needs of our students will be provided through a variety of methods and services. Counseling needs are met through our guidance counselors, social worker, and psychologist. Students can request these services themselves, or students may be referred by a parent, teacher, or Lakewood High School staff member who believes the student may benefit from counseling. Lakewood High School also has a partnership with the Bethel Community and Family program, which provides families with resources such as counseling, tutoring and workshops. Additional resources for supplemental or intensive needs are put in place by the social workers and guidance counselors.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps or Healthy Schools data).

Lakewood High School is implementing a process which will monitor various data sources. Each data source has a data manager. Each manager has been given an increase or decrease to look for, as determined by what data is being monitored. The data from these sources is collected and submitted to the MTSS team, and the team determines next steps as decided by the data.

Lakewood HS monitors the following data systems:

Type of Data	Monitor	Data Source
At-Risk Senior Data	H. Jakobiak & S. Alvaro	FOCUS
Freshmen D's and F's	T. Akitonde	FOCUS
Referrals	K. Davis	School Profile
Detentions/ABS	J. Pollock	FOCUS
ISS/OSS	J. Pollock	FOCUS
Student of the Week	E. Dickerson	FOCUS
Attendance	E. Dickerson	FOCUS
Testing	T. Akintonde	School Profile
STOIC Walk Through	L. Mudd	FOCUS
Disparity Gap	T. Akintonde	School Profile

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

The belief of the Administration at Lakewood High School is that all students can learn. The School-Based Leadership team at Lakewood High School conducts frequent classroom walk-throughs aimed at the data received from ISM visits, previous walk through data, PLCs minutes, and monthly meetings with our department heads. We are focusing on more strategic Professional Development this school year which will include training our staff on restorative practices, how to conduct meaningful student data chats, focusing each month on a new AVID strategy and how the teachers can incorporate those strategies in their lessons, Strategy Walks, and immediate and thoughtful feedback to teachers based on walk-through visits. The Marzano Framework is the crux of all professional development and meetings with a major focus on developing goals and scales aligned to Florida Standards that will move students toward the learning target, standards based instruction and strategies to release learning to students.

School Culture, Climate / SWBP / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
The primary goal at Lakewood High School is to increase overall culture and climate by reducing the number of referrals by 35% during the 2017-2018 school year, thereby increasing the increasing the amount of time on task due to stronger relationships between the adults and students.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Restorative Practices, Culturally Responsive Teaching, Professional Development for struggling teachers.	Administration Team, SBLT
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: The primary goal for reducing the discipline and learning gap between Black and non-Black students is to decrease the Black Risk Ratio from 10.46% to 5%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Restorative Practices, Culturally Responsive Teaching, Student Engagement, School-wide AVID Strategies.	The Administrative Team, SBLT, AVID Lead Teacher
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible



Standards-Based Instruction for Learning

Connections: District Strategic Plan ●Goals 1,2,4,5
Marzano Leadership ●Domain 1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

Instructional Staff Members will begin to utilize Goals and Scales from the Marzano Framework. These goals and scales will show a clear progression increasing academic rigor and gradually releasing the learning to students. Teachers will continue to be given professional development in Culturally Responsive Teaching,

data analysis and monitoring and feedback to students. Successes include an increasing in the FSA ELA and Social Studies EOC student achievement.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

The key areas for improvement in the school is to increase the academic rigor (DOK questioning) student engagement (movement from teacher-centered to student-centered learning) and use of goals and scales aligned to the state standards (teachers received PD during pre-school and will continue receive PD throughout the year until goals and scales are evident). The ISM visits are aligned to data of administrative walk-throughs that show the aforementioned are areas for improvement.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Teachers at Lakewood High School measure student growth in meeting state standards by using both formative and summative assessments such as Cycle Assessments, teacher created assessments, FSA, EOC and District Developed assessments. Some of our departments are more adept at the usage of goals and scales, but this year we are focusing on school-wide implementation. Feedback from Administrative walk-throughs, ISM visits, as well as the aforementioned data sources are given to the SBLT and then used during PLCs to inform instructional decisions, including re-pacing and re-teaching strategies when benchmarks are not being met by students.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Students performing below proficiency are scheduled into Intensive reading (all grade levels) and Algebra 1A/1B (incoming freshmen). The Read 180 and Algebra 1A/1B classes are doubled blocked so the students see the same teacher every day. Content area specialist and coaches are consulted with on a regular basis to assist school-based Administration with monitoring and providing feedback to the teachers. Frequent walk-throughs by school-based Administration are used to gage whether research-based strategies are being used and the pacing guides and resources provided by the District are being used with fidelity. After school ELP is offered Monday – Thursday and Credit Recovery is offered both in-school and after school through Lakewood Adult Ed. In addition to ELP many teachers offer lunch time and after school tutoring for students.

Guidance Counselors who are assigned to grade-level cohorts (with the exception of the CAT Counselor) provide one-on-one academic services to students following the 4-year Guidance Plan provided by the District. Assemblies are geared toward grade level specific activities of where students should and what and how they need to get there.

Seniors are assigned to one counselor, but are also monitored by the Assistant Principal for Curriculum. Credit Checks are done at multiple points throughout the year to ensure that students are placed in the appropriate classes. Senior (student and parent) assemblies are set up to provide information necessary for post-secondary matriculation. Topics include, AP vs. Dual Enrollment, College application process, how to apply for and secure scholarships and financial aid, alternative to college (military, technical school). We also invite colleges and universities, military and local businesses out for lunch chats with seniors.

Standards-Based Instruction / Key Goals and Strategies

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Implement Culturally Responsive Teaching in order to increase student engagement.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data will be collected during weekly Administrative walk-throughs, ISM visits, continued work with the professional development office and collaboration with the AVID lead teacher and coordinator. Teachers will receive immediate and specific feedback to support teacher understanding and growth.	E. Savage S. Alvaro L. Mudd A. Oyer T. Akintonde SBLT
Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Implementation of W-I-C-O-R across all content areas.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data will be collected during weekly Administrative walk-throughs, ISM visits, continued work with the professional development office and collaboration with the AVID lead teacher and coordinator. Teachers will receive immediate and specific feedback to support teacher understanding and growth.	E. Savage S. Alvaro L. Mudd A. Oyer T. Akintonde SBLT Ch. Moore
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible



Collaboration for Professional Growth

Connections: **District Strategic Plan** ●Goals 1,2,4,5
Marzano Leadership ●Domain 2, 4

11. Describe your school’s efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

The Administration of Lakewood High School will work to improve professionalism, collegiality and trust amongst teachers by communicating school goals for high academic standards and encourage collaboration between staff and administration through monthly faculty meetings, SBLT meetings and PLCs. The goals set during pre-school to move Lakewood from a "C" to a "B" will be revisited monthly. Professional Development to assist teachers with strategies to help moved students forward will be clearly defined and communicated. Data from Cycle Assessments and other assessments will be used to inform teachers where we are in relation to our goal.

12. Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Core Academic teachers meet in weekly PLCs held on Tuesday or Wednesday of each week. The teachers meet for 30 –45 minutes. The meetings are facilitated by either the department chair (if they teach within the discipline) or the teachers co-facilitate with the evaluating administrator present. Agendas are created based on student data, common assessments or feedback from classroom walk-throughs. During the meetings teachers collaborate with regards to strategies, lessons, common themes among students, pacing.

Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

Over the past year we have had great success with the ELA Department receiving on-site PD from the District. This year we want to continue with the ELA support but also extend more support to our Math department (specifically Algebra 1A/1B). We have incorporated a Plan for Success with math which includes, frequent visits from the district, school-based administrator and a school-based teacher mentor. The Algebra 1A/1B teachers visiting other teacher's classes for classroom management techniques and visiting other schools for pedagogical techniques. In addition, the goal is to keep the momentum going within our Biology and U.S. History departments.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, ISM visit feedback, etc.).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Equity in Education	Pre-School	All Staff	To assist teachers with tools necessary to continue the process of bridging the opportunity gap between Black and Non-Black students by creating an understanding of Equity.
Office 365	Pre-School	Faculty	For the teachers to incorporate office 365 into their classes to increase the communication between teachers, parents, and students
Marzano Instructional Elements	Pre-School	Faculty	Increased rigor and engagement
ISM Visit Feedback	School-year	Faculty	Professional Growth
W-I-C-O-R	School-year	Faculty	For the teachers to use a different WICOR strategy each month so we move to using AVID strategies school wide.
Strategy Walk-Throughs	School-year	Faculty	For the instructional staff to see different strategies used in the classroom and come up with ways

			that they can use those strategies as well.
Math Professional Development	School- year	Math teachers	Increased teacher effectiveness and student growth.
Content Ares Professional Development (ELA, Reading, Science, SS)	School - year	Content Area Teachers	Increased teacher effectiveness and student growth.



Family and Community Engagement

Connections: **District Strategic Plan** ● **Goals 1,3,6,7**
Marzano Leadership ● **Domain 4, 5, 6**

14. Describe your school’s plan to build positive relationships with families and community members.

Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

Lakewood High School's plan to build positive relationships with family and community members is predicated on the belief system of "the village". It is the expectation that all staff at Lakewood work to foster relationships with parents, families and the community. 1) We will continue to host grade specific parent information nights in order to share information (both academic and social) with parents. 2) A weekly Spartan Update goes out to all stakeholders with academic information, as well as activities and sports updates and a "Kudos" section that highlights the various extra-curricular activities our students are involved with. 3) We provide flexible scheduling with regards to parent conferences and have an open-door policy for parents when they come into the building. 4) We have a working relationship with local churches and other agencies in order to provide a wide referral of services database. 5) Restorative Practices and meaningful feedback regarding academic and behavioral guidelines for success is always at the forefront of every conversation with families.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in interpreting and using student data via trainings, data chats and/or student-led conferences.

At Lakewood High School we are committed to hosting a minimum of two parent information nights (per grade level) that will focus largely on educating families on their child’s data and the dynamics of how that data will lead their student throughout their high school career. Emphasis will be placed on accessing and maneuvering through Portal (students grades and attendance), data analysis (cycle assessments, FSA, EOCs, PSAT) and tools to extend learning at home (KHAN Academy, Math Nation).

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Note: Please use your own school data resources or best estimates in completing this inventory.

Family Engagement / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Lakewood HS will keep a current, updated website to allow family/community members what is going on at the school, thereby giving them a chance to get involved.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Provide the webmaster with information about events for the school a month ahead of time so they are able to stay on top of the information and get it out to everyone in a timely manner. We also send out a weekly School Messenger with updates pertinent to all areas of school life. We also have an electronic bulletin board that is updated weekly.	E. Savage L. Mudd A. Oyer
Goal 2: What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
To provide Lakewood staff with a bulletin board to keep them updated on community events that pertains to the faculty and staff, providing them with an opportunity to be involved.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Work with our community members, community school staff, SAC members, CAT booster's members, as well as other stakeholders to stay abreast regarding things happening in our community.	Community Liaison (TBA) H. Davis
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Section 2 – Targeted School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.

WHAT
PROPORTION? of WHO? will do WHAT? by WHEN? as MEASURED BY?

<ul style="list-style-type: none"> Count Percentage Percentage Increase Percentage Decrease 	<ul style="list-style-type: none"> All Students OR Gender Grade Level Subgroup 	<p>Content Area &</p> <ul style="list-style-type: none"> Collaborate to... Complete a portfolio or performance... Demonstrate a behavior... Demonstrate a proficiency... 	<p>Select date using calendar</p>	<p>Narrative Box</p>
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SMART GOALS: Please be sure that your goals throughout this document are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a goal manager and data source.

ELA / Reading Goal	Goal Manager: Susan Alvaro, Elizabeth Halstead, Chandra Dillard		
The number of students meeting proficiency will increase from 49% to 55% during the 2017-2018 school year.			
Actions / Activities in Support of ELA Goal		Evidence to Measure Success	
Teachers will implement instruction using the Workshop model to support student success with the Language Arts Florida Standards (LAFS). Teachers will use these rotations to provide teacher lead small groups, individual academic assignments, and academic assignments that are used within various technology programs.		Administration will monitor and support whether the Workshop model is being utilized with fidelity in all intensive reading classes. Administration will use data from ISM visits to confirm data from the school-based walkthrough process.	
Teachers will meet, plan and implement weekly common lessons aligned to FSA ELA categories of 1: Key Ideas and Details, 2: Craft and Structure, 3: Integration of Knowledge and Ideas, 4: Language and Editing, and 5: Text Based Writing.		Administration will focus on student work samples during walkthroughs and PLCs to ensure fidelity of the LAFS.	

Mathematics Goal	Goal Manager: Laura Mudd, Diana Keller		
To increase the Algebra 1 pass rate from 16% to 26%, the Geometry pass rate from 34% to 44% during the 2017-2018 school year.			
Actions / Activities in Support of Math Goal		Evidence to Measure Success	
All Algebra 1 students are enrolled in a double-blocked intensified math class. Teachers will implement the Carnegie Curriculum in Geometry, and the Agile Minds Curriculum in Algebra 1 intensified Algebra. Teachers with FSA end of course assessments will have lap top labs in their class to ensure implementation with fidelity.		Cycle 1 and Cycle 2 assessment data as well as the data from the district walk through, MathiaX and Agile Minds reports.	

Utilizing Positive Behavior Intervention Strategies to encourage students to attend ELP and after school tutoring, complete the computer component of the curriculum, and frequent data chats with the goal of student success on their Cycle and FSA Assessments. Teachers will be provided guidance and coaching for issues such as pacing and re-pacing and remediating students while continuing to cover the standards needed for the EOC.	Increased student attendance at ELP for math students, MathiaX and Agile Minds usage reports from the district, and success on Cycle Assessment and FSA data. Course failure rate data via FOCUS
Math teachers will attend 9-12 Math offered Professional Development for additional opportunities to collaborate on foundational skills for Algebra 1 and Geometry EOC success and to increase Culturally Responsive Teaching strategies for student engagement.	Regular formative assessment checks, PLC meetings to review data, student involved progress monitoring.

Science Goal	Goal Manager: Andrew Oyer, Justin Bending	
The science goal is to have the students meeting proficiency increase from 58% to 65% on the Biology assessment during the 2017-2018 school year.		
Actions / Activities in Support of Science Goal	Evidence to Measure Success	
Through PLCs, teachers will create common formative and summative assessment questions for use in Unify/Performance Matters, review student work and use the Biology eLearn site for standards-based lessons that incorporate student engagement strategies aligned to the District curriculum scope and sequence.	Data from Unify/Performance Matters, Cycle Assessments, teacher created assessments, walkthrough observations, student data from gradebooks, classroom activities and student work samples.	
Biology teachers will attend 9-12 Science offered Professional Development for additional opportunities to collaborate on foundational skills for Biology EOC success and to increase Culturally Responsive Teaching strategies for student engagement.	Data from Unify/Performance Matters, Cycle Assessments, teacher created assessments, regular formative assessment checks, PLC meetings to review data, student involved progress monitoring.	

Other School Goals* / Use Only as Needed

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)		
Goal Name: US History	Goal Manager: Tequena Akintonde, Jessica Herring	
Percentage of students scoring proficient on the U.S. History EOC will increase from 55% to 60%.		
Actions / Activities in Support of Goal	Evidence to Measure Success	
Social studies teachers will continue to integrate LAFS for Literacy into the social studies content via Document Based Question (DBQ) Project materials.	Cycle Assessment data, improvement in students' writing	

With the goal of AVID inclusion school wide, teachers will attend AVID Path trainings and we will incorporate PD from Advanced Studies and Social Studies to increase teacher's knowledge and use of AVID strategies into daily lesson plans.	Data used from ISM visits and Administrative walkthrough, student notebook, improvement in student work and gradebook grades
Teachers conduct frequent data chats with students to offer support for student achievement and individual goal settings	Cycle Assessment data

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: College Readiness	Goal Manager: Erin Savage, Chantella Moore
50% of teachers will routinely use AVID strategies (Writing Inquiry Collaboration Organization and Reading), other best instructional practices, and 21 st century tools to ensure college readiness for all students.	
Actions / Activities in Support of Goal	Evidence to Measure Success
Administration and AVID Coordinator will provide teachers with school-wide PD involving AVID strategies.	Evidence of students using AVID strategies at least 50% of their classes.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Acceleration Cell	Goal Manager: Erin Savage, Susan Alvaro
The percentage of students receiving an acceleration accomplishment will move from 43.2% to 75% during the 2017-2018 school year.	
Actions / Activities in Support of Goal	Evidence to Measure Success
Administration will ensure that students are placed in the SLS 1101 Dual Enrollment course that is being offered on campus, will work toward creating a PVS CTE Dual Enrollment class to offer seniors after school through the use of ELP funds. We will also work through the Business Tech and Career Tech offices to determine ways to capture students who may have been missed in grades 9 – 11.	Increased enrollment and performance in Advanced Placement courses, College Dual Enrollment courses, and Industry Certifications; Use of the High School Accelerated Course List to monitor student data.
Administration will ensure that a line item is added on the Graduation checklist to ensure that every student has a plan for acceleration.	Percentage of students with an acceleration plan per Guidance Counselor.

Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager: Tequena Akintonde, Cathy Heatly
Increase the percentage of black students who are enrolled in at least one College Board Advanced Placement or St. Petersburg College Dual Enrollment course from 23.1% to 50%.	
Increase the FSA ELA proficiency rate of black students from 25.2% and 14.3% to the overall percentage goal for all students, which is 80.6 and 68.2% (respective to 9 th and 10 th grade).	

Increase the Algebra 1 proficiency rate from 6.3% to the overall percentage goal for all students which is 38.3%.	
Actions / Activities in Support of Black Goal	Evidence to Measure Success
Increase student and parent awareness, advisement, preparation, and support for students placed in these courses through large group, small group, and individual academic counseling and tutoring. Continue to use AVID as a support for black students who enroll in AP and DE courses.	Monitoring the increase of students who are placed in and complete academically rigorous coursework.
Provide targeted Professional Development for ELA, Reading and Math teachers both school-based and District offered; Continue to implement deliberate Culturally Responsive Teaching strategies; Provide coaching for teachers who need further PD on implementing CRT and goals and scales aligned to standards. District to assist with providing strategies to re-teach content not mastered by Black students.	Cycle Assessment data disaggregated by standards that Black students did not meet, FSA, EOC data, evidence of CRT (6 Ms), student work samples.

Subgroup Goal (ELL)	Goal Manager: Laura Mudd, Linda Santiago
Increase the number of ELL students who score on or above grade level on the Florida Standards test and End of Course exams in reading, math from 0% to 3%.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Improve student skills in listening, speaking, reading, and writing as well as their skills in oral language, literacy, and comprehension.	Success will be determined by an increase in proficiency levels in state and district assessments, and core subject grades in FOCUS course history
Provide baseline testing and provide support through extended learning, tutoring and mentoring for each student below proficiency	Cycle assessment data using Performance Matters
Increase achievement level as measured by local, state, and national assessments. ELL students will be appropriately placed in a variety of courses including honors, advanced placement and career technical education using proven learning strategies, resources and partnerships	Success will be determined by an increase in proficiency levels in state and district assessments, and core subject grades in FOCUS course history
Ensure that all ELL students take the required assessments to determine their permanence in the program	WIDA assessment coordination with the ESOL county office

Subgroup Goal (ESE)	Goal Manager: Susan Alvaro, Emily Cipolla
The staff at Lakewood High School will support students with disabilities in learning the foundational skills they need to engage in rigorous grade level content with a goal of 100% graduation rate for our ESE	

students and an increase of SWD who earn a passing FSA/EOC score (last year 15/90 SWD had passing FAS/EOC score).	
Actions / Activities in Support of ESE Goal	Evidence to Measure Success
21 SWD are enrolled in APEX. We are focused on assisting them recover core credits that included math, science, English and social sciences.	Decrease course failures for ESE students (Data pulled from FOCUS).
Use evidence-based practices and culturally relevant teaching strategies for students with disabilities to teach foundational literacy and math skills as a pathway to grade-level work.	Increase the number of students passing FSA/EOC assessments prior to receiving a Waiver

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:
Place goal statement here (additional goal only if needed).	

Actions / Activities in Support of Goal	Evidence to Measure Success
Early Warning Systems (EWS) -- Data and Goals	

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

Early Warning Indicator (Number of students by grade level)	Grade 9th	Grade 10th	Grade 11th	Grade 12th	Grade <i>Select</i>	Grade <i>Select</i>	Grade <i>Select</i>	School Totals	
								<i>Select</i> #	%*
Students scoring at FSA Level 1 (ELA or Math)	109	101						210	17%
Students with excessive absences / below 90 %	86	99	80	82				347	29%
Students with excessive behavior / discipline**	55	21	16	14				106	9%
Students with excessive course failures**	183	225	178	135				721	60%
Students exhibiting two or more Early Warning indicators	112	130	90	75				407	34%

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal		Please ensure that your goal is written as a SMART goal.
Decrease the number of students absent from 29% to 14% during the 2017-2018 school year.		
Actions / Activities in Support of Attendance Goal		Evidence to Measure Success
Bi-monthly Child Study Team Meetings with required members will address students that have missed 10% or more of school. By looking at the data from Attendance Codes, trends will be discussed and solutions offered by the team. Frequent review of School Profiles and new attendance codes will be utilized.		Reduction of absences for at-risk students.
Completion of the Problem-Solving Worksheet for attendance to assist with problem solving to determine the most common reasons and barriers of school attendance.		Monthly/Quarterly attendance statistics will remain above 90%.

EWS - Discipline

Discipline Goal		Please ensure that your goal is written as a SMART goal.
Decrease the percentage of students who earn 10 or more referrals from 1% (14/1206) by 5% during the 2017- 2018 school year.		
Actions / Activities in Support of Discipline Goal		Evidence to Measure Success
Tier 2 and Tier 3 strategies (check-in system, preferred adult mentors) will be implemented by Administrations; School and classroom reintegration meetings and restorative practices will be implemented with fidelity to create opportunities for the students to build relationships with their teachers, administrators, and office staff; Consistent communication with parents/guardians; Use of PSW for Discipline issues.		A decrease of referrals written by classroom teachers as determined from data collected from School Profiles

Discipline Goal – Other (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
Actions / Activities in Support of Goal		Evidence to Measure Success

EWS – Academic Intervention

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Based on current academic data from FSA, EOC, Cycle Assessments, and student and course failure data from FOCUS, Lakewood High School will implement the following early interventions:

Extended Learning Program (ELP) for all core subject areas every Monday – Thursday from 2:30 P.M.– 3:30 P.M.;

In-school Credit Recovery built into student schedules;

After school credit recovery and course tutoring every Monday – Thursday (offered at Lakewood Community School from 2:15 P.M. to 8:00 P.M.);

Credit recovery Algebra I EOC during our Summer Bridge Program;

All students enrolled in Algebra 1 takes the course as a double period Intensive Algebra class to ensure additional time is infused into classroom;

All students in grades 9 - 12 who have not met the grade level or graduation requirement for FSA ELA is scheduled into Reading for College Readiness or a double period of Intensive Reading.

Early Intervention / Extended Learning Goal Please ensure that your goal is written as a SMART goal.
 Lakewood High School will implement early interventions for students in danger of failing courses starting after midterm grades, which will decrease the number of students who fail classes by 20%.

Actions / Activities in Support of Goal	Evidence to Measure Success
Any student who earns a D or an F in one of the core courses will be recommended to attend ELP at least twice a week to help bring their grades up.	The number of students who fail at the quarter will decrease

{Section 3} – Required Items / Resources



Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	62	% with advanced degrees	32
% receiving effective rating or higher		% first-year teachers	10
% highly qualified (HQT)*	100	% with 1-5 years of experience	24
% certified in-field**	100	% with 6-14 years of experience	33
% ESOL endorsed	18	% with 15 or more years of experience	32

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school’s efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

The Administrative staff at Lakewood High School maintains a working relationship with District level personnel with the goal of hiring highly qualified instructional staff. We consistently reach out to local colleges and universities and by word of mouth to other schools within the District. Each new teacher is paired with an on-campus mentor and attend our monthly new teacher meetings. Administration, instructional coaches and department chairs frequently monitor new teacher to provide guidance and assistance as needed.

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Erin	Savage	Black	Principal
Laura	Mudd	White	Other Instructional Employee
Tequena	Akintonde	Black	Other Instructional Employee
Julie	Armstrong	White	Parent
Shoshauna	August	White	Parent
Tracey	Boykins	Black	Parent
Kathy	Crow	White	Parent
Harriett	Davis	Black	Business/Community
Dana	Douglas	White	Parent
Beth	Hardy	White	Parent
Flora	Jackson	Black	Parent
Shermila	Lemos-Martina	Black	Parent
Carol	Moore	Black	Business/Community
Ann	Sherman-White	Black	Parent
Vierette	Lundin	White	Support Employee
Scott	Fronrath	White	Business/Community
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	

		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	

SAC Compliance

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>
Lakewood High School will continue to recruit SAC members in order to be in compliance regarding the diverse make-up of the SAC roster. Recruitment will continue over the summer as well as pre-school.	

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date: 8/22/2017
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SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Laura Mudd (SBLT)/Tequena Akintonde (MTSS)
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Please state the days / intervals that your team meets below.
MTSS will meet twice a month and the SBLT team will meet once a month.

Budget / SIP Funds

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school’s annual budget plan. Attached budget if preferred.

<p>Lakewood High School will use the 2017 – 2018 School Improvement Budget to provide supplemental learning opportunities and resources to our students and teachers.</p> <p>The School Advisory Council (SAC) will receive, review, and approve (if appropriate) the use of school improvement funds as requested throughout the school year.</p> <p>PVS CTE Dual Enrollment \$5,000 Staff Professional Development \$1,500</p>
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EOC Prep/Bootcamps \$3,000
Supplies/Misc. Resources \$550

The above amounts include roll over funds from last school year.

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