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**change**



# **School Improvement Plan 2016-17**

## **Lakewood High School**

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools





# Vision and Direction

School Improvement Plan 2016-17

## School Profile

<b>Principal:</b> Erin Savage	<b>SAC Chair:</b>
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<b>School Vision</b>	To prepare our students for a competitive global society.
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<b>School Mission</b>	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 ACADEMIA success.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
	26%	52.2%	8.6%	4.3%	32.4%	0.2%

<b>School Grade</b>	<b>2016:</b> C	<b>2015:</b> B	<b>2014:</b> B	<b>Title 1 School?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All		53%	18%	11%	57%	86%	46%	47%		40%		87%
Learning Gains All		38%	48%	37%								
Learning Gains L25%		34%	45%	59%								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Erin	Savage	FT	1-3 years
Asst Principal	Pete	Oberg	FT	11-20 years
Asst Principal	Susan	Alvaro	FT	4-10 years
Asst Principal	Laura	Mudd	FT	Less than 1 year
Asst Principal	Edward	Lane	FT	1-3 years
Instr. Coach (literacy)	Chiquita	Godwin	PT	Less than 1 year
Instr. Coach (math)	Michael	Fresia	PT	Less than 1 year
Other (specify) click here	Tristan	Van Voorhis	PT	1-3 years
Other (specify)				
Total Instructional Staff:		Total Support Staff:		



# 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).

In order to provide a safe, secure, and healthy learning environment, Lakewood High School will implement interventions and processes supported by PBS. Safety and security will be ensured by constant supervision by Lakewood High School staff in areas such as school hallways, common areas, and extracurricular activities. Staff assigned to these areas will be administrators, teachers, the school resource officer, campus monitors, and others, as determined by the time of day or the specific duty that is needed. School-wide expectations reminding students how to remain safe and assist in keeping our campus secure will be posted in the common areas and other places around the school which are found to be high traffic areas.

Lakewood High School will continue to promote a healthy learning environment through strategies provided by the MTSS team and Wellness Coach. Lakewood HS also has an ongoing partnership with John Hopkins All Children’s Hospital which provides multiple ways to implement strategies which has an impact on healthy living and learning.

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

Teachers at Lakewood High School will be provided with materials which promote school-wide, “Spartan Strong” expectations. These expectations will also be supported through ongoing promotions during morning announcements and the Fast-Forward morning show. Teachers will also be able to reward students with “Spartan Spenders” (student recognition coupons) in their classrooms when they are found to be following Spartan Strong expectations. Equity in this process will be supported through the school-wide book study, *Hanging In*, which discusses the importance of equity for processes such as these.

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. 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. Some examples of these supports are:

<b>Tier 1 Academics</b>	<b>Tier 1 Behavior</b>
KhanMath	Spartan Spenders Student of the Week
<b>Tier 2 Academics</b>	<b>Tier 2 Behavior</b>
ELP	5000 Role Models Peer Groups
<b>Tier 3 Academics</b>	<b>Tier 3 Behavior</b>
Tutoring	Peer-to-Peer Mentoring

Lakewood High School has also been proactive in putting restorative justice processes in place which assist in helping challenging students have a successful transition into school when coming back from a suspension, or when entering with challenges involving the Department of Juvenile Justice.

**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?

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. Students may also 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 dashboard, disparity gap 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:

<b>Type of Data</b>	<b>Monitor</b>	<b>Data Source</b>
At-Risk Senior Data	H. Jakobiak	FOCUS
Freshmen D’s and F’s	E. Cipolla	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	L. Mudd	School Profile
STOIC Walk Through	S. Lane	FOCUS
Disparity Gap	S. Lane	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 weekly meetings with Reading, Math and Science Instructional Coaches. We are focusing on more strategic Professional Development this school year which will include a book study aligned to meeting the needs of ESE students, how to conduct meaningful student data chats, developing our Personalized Learning model, 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 / SWBP / Key Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: In order to improve the overall culture and climate at our school, Lakewood High School will implement process which recognize student achievement in academics, as well as students making beneficial and productive choices. We will do this by conducting academic celebrations, behavioral celebrations, ongoing student recognition processes aligned with our GFS, recognition processes on the school bulletin boards and walls. We also look to increase student input and participation in school activities.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The key strategy being implemented are the Spartan Spenders because they tie into all of the other processes.	E. Ste'Phan Lane Laura Mudd Erika Dickerson Heather Jakobiak
<b>Goal 2:</b> 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: In order to reduce the discipline gaps seen between black and non-black students at our school, we will provide our teachers with ongoing, onsite professional development opportunities which involve culture competency, relationship building, and STOIC (CHAMPS) strategies.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The key strategy being implemented is the STOIC philosophy, which will be put in place along with a school-wide book study using the book, <i>Hanging-In</i> .	E. Ste'Phan Lane Lydia Harless Erika Dickerson Laura Mudd

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?

Teachers at Lakewood High School provide multiple explanations of content to students and relate concepts to other content areas. You will also find that our teachers write text dependent questions that build on their students' background in the content, while also scaffolding their lessons to meet individual students where they are. Much of this is an example of a process we are working to implement into instruction throughout or school called Personalized Learning.

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 increasing the rigor in each of the classes and releasing the Math to the students so they are doing more of the work. We will looked at last year's Cycle 1 assessments, midterms, and cycle 3 assessments, as well as the FSA results. We found a trend in how the students did on the cycle assessments and how they did on the FSA.

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 are encouraged to create opportunities for data chats in their classroom which have an impact on student growth and learning. Teachers are encouraged to display student data in their classrooms, provide a way for students to track their own data, and to have a way they track their student's data for themselves. Teachers also discuss student data in their PLC's.

We will have 2 strategy walks this year where some teachers will model how to use these data processes. We are also looking to provide some ongoing onsite professional development as provided by department heads, academic coaches, and administrators.

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).

Lakewood HS has processes to assist their Freshmen and Seniors in transitioning to another level. The process for Freshmen is called Spartan SPARKS (Supportive Practices Activated to Reinforce and Kindle Success). Spartan SPARKS is exclusive to our Freshmen students and is comprised of interventions found within Personalized Learning, CHAMPS/STOIC, and PBS. All of the strategies used within the Spartan SPARKS program are geared toward accommodating Freshmen students learning challenges and abilities, building student teacher relationships, and celebrating their growth and success!

Senior Students at Lakewood HS are provided with multiple resources which inform them about opportunities to pursue after graduation. Our AVID teacher and guidance counselors set up college tours. We also have a Senior seminar regarding higher education, and we have "College Application Week" where our guidance counselors assist students with filling out college applications all week.

We allow military personnel to come in and meet with collective groups of students who have expressed interest in their branch. We have College Week where the culminating activity is having an assembly where every Senior committed to a college or university comes to the stage and proclaims where they will be going. We also have colleges and universities who come and speak to our students and a times, provide them with a scholarship on the spot!

**Standards-Based Instruction / Key Strategies**

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

<b>Instructional Strategy 1</b>	
Personalized Learning	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
The implementation of Personalized Learning strategies will be collected and measured by using mid-term and quarterly academic grades.	E. Savage P. Oberg E. S. Lane L. Mudd S. Alvaro
<b>Instructional Strategy 2</b>	
Rigorous Activities	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Walkthrough data is compiled, tracked, and disseminated to teachers during teacher/administrative conferences.	C. Godwin M. Fresia E.S. Lane L. Mudd S. Alvaro
<b>Instructional Strategy 3</b>	
Goals and Scales	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
The implementation of this strategy will be monitored by the results of individual student and class-wide data.	E. Savage P. Oberg E.S.Lane L. Mudd S. Alvaro



## 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 between 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.

All administrators have an open door policy allowing teachers and staff to voice concerns. There is timely communication to staff regarding school and district initiatives as stressed by the Principal. Lakewood High School administrators frequently provide “goodie bags” instructional and support staff to show appreciation for their efforts.

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.

Department heads at Lakewood HS set up opportunities for PLC during common planning time. Teachers who are not fortunate enough to have the same planning time as the others in their department have been invited to participate in cross-curricular planning with another department. These teachers will also make time to meet with their department heads in order to stay abreast with what is expected and required by their departments.

**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 teachers were provided with professional development opportunities geared toward enhancing their ability to put together rigorous and engaging lessons. We saw little evidence or gains in curricular areas such as Algebra 1 and other areas of Math. Currently we have multiple professional development opportunities in place for our Math teachers and other staff.

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, Culturally Responsive Instruction or Data Driven Instruction).

**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?
STOIC	Ongoing	Instructional Staff	Academic Growth
Agile Minds	Summer	Math Teachers	Increased rigor and engagement
Standards Based Instruction	Summer	Math Teachers	Standards focused instruction
Strategy Walk #1	October	Instructional Staff	Professional Growth
Strategy Walk #2	February	Instructional Staff	Professional Growth
“Hanging In” Book Study	Ongoing	Instructional Staff	Cultural Competency



**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).

In order to keep parents and community partners involved in our school, we will look to continue hosting events such as:

AVID Nights  
College and Financial Aid Nights  
Career Fair

We already had our annual Open House, but are always willing to set up parent conferences whether they be requested by the parents or the teachers. We also communicate with families and community partners through the use of our Connect Ed system, SNN School Newspaper, and our school website.

**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 how to interpret and use student data via trainings, data chats or student-led conferences.

At Lakewood High School this year’s goal is to increase the number of volunteers and tutors to come in and work with our struggling students. We continue to connect with community organizations, churches and sororities and fraternities to build a network for our students with regards to obtaining scholarships, attending youth-based workshops and creating additional avenues with the goal of ensuring that our students are college and/or career ready. We are hosting a minimum of two parent information nights 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.

**Family Engagement / Planning Inventory**

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the 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 / 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 or email	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events	<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"/>
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\*Note: Please use your own school data resources or best estimates in completing this inventory.

**Family Engagement / Key Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: 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 connect ed message with updates pertinent to all areas of school life. We also have an electronic bulletin board that is updated weekly.	E. Savage E. S. Lane
<b>Goal 2:</b> 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?	
Goal: To provide Lakewood HS staff with a bulletin board that updates them on community events pertaining to faculty/staff and students, thereby allowing them an opportunity to get involved.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Work with community members, community school staff, SAC committee members, as well as the other community stakeholders to stay abreast regarding things happening in our community. We also utilize key personnel such as our social worker, school resource officer, and attendance specialist to conduct home visits to check on students.	M. Seay H. Davis

**Section 2** – 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"> <li>Count</li> <li>Percentage</li> <li>Percentage Increase</li> <li>Percentage Decrease</li> </ul>	<ul style="list-style-type: none"> <li>All Students OR</li> <li>Gender</li> <li>Grade Level</li> <li>Subgroup</li> </ul>	<p>Content Area &amp;</p> <ul style="list-style-type: none"> <li>Collaborate to...</li> <li>Complete a portfolio or performance...</li> <li>Demonstrate a behavior...</li> <li>Demonstrate a proficiency...</li> </ul>	<p>Select date using calendar</p>	<p>Narrative Box</p>
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Please be sure that your goals 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 data source.

ELA / Reading Goal	Goal Manager: Chiquita Godwin
Lakewood High School will work to be sure that at least 56% of all students will demonstrate a proficiency in reading by May 3 <sup>rd</sup> , 2017, as measured by the FSA ELA test.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
Teachers will use reading the reading rotation model as structured within district expectations. Teachers will use these rotations to provide teacher lead small groups, individual academic desk work, and academic learning programs found within various technology programs.	Quarterly Academic Grades  Reading Inventory (RI)  Insight Test  Reading Plus Program  FSA ELA
Teachers will utilize strategies which: <ul style="list-style-type: none"> <li>Create standards based lessons</li> <li>Use text based questions to build on student backgrounds.</li> <li>Create rigor embedded lessons.</li> <li>STOIC strategies which assist with engagement and a high positive to negative ratio of interactions to help encourage student confidence.</li> <li>Personalized Learning strategies which assist with scaffolding lessons.</li> </ul>	Quarterly Academic Grades  Reading Inventory (RI)  Insight Test  Reading Plus Program  FSA ELA

<b>Mathematics Goal</b>	<b>Goal Manager:</b> Diana Keller	
To increase the Algebra 1 pass rate from 18% to 28%, to increase the Geometry pass rate from 29% to 40%, and to increase the Algebra 2 pass rate from 52% to 60%.		
<b>Actions / Activities in Support of Math Goal</b>	<b>Evidence to Measure Success</b>	
Teachers will implement the Carnegie Curriculum in Algebra 2 and Geometry, and the Agile Minds Curriculum in Algebra 1 intensified Algebra. All of our Algebra 1 students will be placed in the intensified Algebra 1 class, where they will be in a double block of Algebra 1. We are utilizing 11 <sup>th</sup> and 12 <sup>th</sup> grade CAT students as tutors during the time these students have a research class.	All teachers will be trained in the curriculum and each of the math teachers will have a mobile lab in their classroom. We will look at the cycle 1 and cycle 2 assessment data as well as the data from the district from Carnegie and Agile Minds reports.	
Utilizing Positive Behavior Intervention Strategies to encourage students to attend after school tutoring, complete the computer component, and score well on their cycle and FSA assessments.	Students attendance at ELP increases for math students, Cognitive Tutor and Agile Minds usage reports from the district, cycle assessment and FSA data.	

<b>Science Goal</b>	<b>Goal Manager:</b> Laura Mudd	
To increase the Biology pass rate from 57% to 60%.		
<b>Actions / Activities in Support of Science Goal</b>	<b>Evidence to Measure Success</b>	
Create and deliver common and cycle assessments, with EOC type questions, throughout the course of the year to use in all Biology classes.	Cycle assessment data, common assessments given by the teachers put in unify	
Incorporate one or two articles per unit, that are more text heavy, and use reading strategies to identify, process, and apply the information to answering questions.	Cycle assessment data, improvement in student work in the classroom, gradebook grades, and common assessments.	

**Other School Goals\***

\*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.

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)		
<b>Goal Name:</b> STEM	<b>Goal Manager:</b> Pete Oberg	
To increase the number of students, especially minorities and women, in STEM courses and to increase STEM literacy for all students at Lakewood High School.		
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>	
Look at PSAT scores and target the students who show that they will be successful in the STEM classes.	If the number of students who register for STEM classes increases during registration.	

To integrate science and math terms in other classes to increase student vocabulary in their science and math classes.	The students are able to use the terms on a regular basis in and out of STEM classes.
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Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> Healthy School	<b>Goal Manager:</b> E. Ste'Phan Lane
Healthy School Goal - Work toward Bronze Level recognition with the Alliance for a Healthier Generation.	
Actions / Activities in Support of Goal	Evidence to Measure Success
In 2015-16, school was eligible for national recognition in <u>2 out of 6</u> Alliance for a Healthier Generation's Healthy Schools Program Assessment modules. For 2016-17, 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) by November 2016. Target for 2016-17, is to become eligible for national recognition in <u>3 out of 6</u> Alliance for a Healthier Generation's Healthy School Program Assessment Modules.	By April 1, 2017, the Healthy School Team will edit the school's Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b>	<b>Goal Manager:</b>
Actions / Activities in Support of Goal	Evidence to Measure Success

**Academic Achievement Gap**

<b>Subgroup Goal (Black)</b>	<b>Goal Manager:</b> E. Ste'Phan Lane
To decrease the number of Black students receiving referrals by 20%. Decrease the number of unexcused absences for black students by 10%.	
Actions / Activities in Support of Black Goal	Evidence to Measure Success
Interventions and ongoing professional development opportunities were put in place to assist in decreasing the	Teachers using resources such as parents, LwHS Infraction forms, and

number of referrals for defiance/disruption. Teachers were given multiple things to consider, and to use prior to writing a referral for this action.	LwHS Guidance referrals in place of writing a referral for this action.
The MTSS Team has put in an EWS that alerts the CST when it is time to follow the next steps for a student who has 2 absences, thereby allowing for proactive measures to go into effect and decrease the number of students who accumulate more absences.	Less Black students being brought up on the CST report for multiple unexcused absences.

<b>Subgroup Goal (ELL)</b>	<b>Goal Manager:</b> Linda Santiago
80% of ELL students will demonstrate growth by May 3 <sup>rd</sup> 2017, as measured by the CELLA Exam.	

<b>Actions / Activities in Support of ELL Goal</b>	<b>Evidence to Measure Success</b>
<p>Lakewood High School will have an ELL Committee composed by the principal or a designee and any other personnel appropriate for the situation. This ELL committee will make decisions based on the majority of the members' votes.</p> <p>The ELL committee:</p> <ul style="list-style-type: none"> <li>• will monitor academic achievement of ELL students</li> <li>• will assess appropriateness of instructional programming</li> <li>• will address parent concerns and discipline concerns</li> <li>• will refer to other services / programs</li> </ul> <p>All ELL students will increase achievement level as measured by local, state, and national assessments. They will be appropriately placed in a variety of courses including honors, advanced placement and career technical education using proven learning strategies, resources and partnerships</p>	<p>Success of ELL students will be measured by the CELLA exam and according to the state and end of course exams.</p>
<p>All ELL students will increase the number of who scores on or above grade level on the Florida Standards state test and End of Course exams in reading, math, and science to surpass the ELL state average by providing needed resources, research-based strategies and support to faculty, students and families.</p>	<p>Success of ELL students will be measured by the CELLA exam and according to the state and end of course exams.</p>

<b>Subgroup Goal (ESE)</b>	<b>Goal Manager:</b>
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Lakewood High will maintain and use a Positive Behavior Support System that outlines clear behavioral expectations that aids in minimizing distractions to keep all students engaged during instructional time as well as ensure that the social-emotional needs of all students are being met.

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Have weekly meetings with our MTSS (Multi-Tiered Support System) team discuss the academic as well as the social and emotional needs of our students and put plans in place to help them become successful.	Improve Attendance for ESE students by 25%  Decrease Referrals for ESE students by 25%
Work very closely with the parents, teachers, students and district staff to meet the needs of all students through IEP meetings and conferences.	

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:

Actions / Activities in Support of Goal	Evidence to Measure Success

### Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator* (Number of students by grade level)	Grade 9th	Grade 10th	Grade 11th	Grade 12th	Grade Select	School	
							#
Students scoring at FSA Level 1 (ELA or Math)	113	131	106	98		448	40.2
Students with attendance below 90 %	50	55	59	48		212	19
Students with excessive referrals**	10	4	3	3		20	2
Students with excessive course failures**							
Students exhibiting two or more indicators	12	34	32	16		94	8

\*Required per Section 1001.42(18)(a)2.,F.S. \*\* Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the

entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

**EWS - Attendance**

<b>Attendance Goal</b>		Please ensure that your goal is written as a SMART goal.
Work towards the attendance goal of having 90% of our student population having less than 10% unexcused absences.		
<b>Actions / Activities in Support of Attendance Goal</b>		<b>Evidence to Measure Success</b>
Ensuring processes aligned with intervening when students have attendance 2 or more absences are followed with fidelity.		Continuing to stay above 90% of our student population having less than 10% unexcused absences.

**EWS - Discipline**

<b>Discipline Goal</b>		Please ensure that your goal is written as a SMART goal.
Less than 300 black students will demonstrate an inappropriate behavior which causes them to get a referral by April 28, 2017 as determined by data collected in School Profile.		
<b>Actions / Activities in Support of Discipline Goal</b>		<b>Evidence to Measure Success</b>
The implementation of STOIC interventions will create opportunities for culture building and teacher student relationship building, thereby making teachers less likely to write referrals.		A decrease of referrals written by teachers in the classroom.

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

**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.



Using the grade level cohort reports the MTSS team will address the early warning indicators for each grade level.

For the students whose attendance falls below 90% Lakewood high School has the following in place:

- After three absences from a class, the teacher will call home
- After 5 unexcused absences there will be an attendance letter sent home by the community liaison
- After 7 or more unexcused absences the student may be subject to teen court, truancy court, or an alternative setting

Students who have one or more in-school or out-of-school suspensions:

- The MTSS RTI-B team will be monitoring these students, and the students will be assessed and considered for Tier 2 or 3 interventions according to the following scales:
  - 1-2 suspensions = possible Tier 2 services
  - 3-4 suspensions = possible Tier 2 or Tier 3 services
  - 5 or more suspensions = possible Tier 2 or Tier 3 services
- For students who have had out-of-school suspensions, upon their return, they will meet with the AP, counselor, and parent to go through the restorative justice process

At the end of each quarter the MTSS RTI-A team will pull the grades and look at and student who failed either their math course or their English course. The team will use the following process for these students:

- Mandatory parent conference will take place with the guidance counselor, AP, teacher, and student
- And the following Tier 2 or Tier 3 services could be provided for these students
  - Tier 2: intensive reading and language arts classes, Read 180, Achieve 3000, and GradPoint
  - Tier 3 study and organizational skills individually or in small groups and ELP tutoring after school

**Early Intervention / Extended Learning Goal**

Please ensure that your goal is written as a SMART goal

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
1. Any student who has an F for English or Math at Midterm time will be recommended to attend ELP twice a week to help bring their grade up Person responsible: the grade level guidance counselor/AP	The grade level guidance counselor/AP

For students failing 3 or more classes, a parent meeting with the teachers, counselor, AP, and student will take place to figure out a way to get the student back on track	
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## Section 3 – Required Items / Resources

### Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	65	% 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.

Describe your school’s efforts to recruit and retain a highly qualified instructional staff.

At Lakewood High School we are constant on the lookout for high qualified Instructional staff. We work closely with Personnel and Human Resources, reach out to local Universities and by word of mouth to other school within the District. Each new teacher is paired with an on-campus mentor and attend our monthly New Teacher Meetings. Administration and Instructional Coaches and Department Chairs frequently monitoring new teachers to provide guidance and assistance as needed.

### SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Dana	Douglas	White	Parent
Erin	Savage	Black	Principal
Laura	Mudd	White	Principal
Carol	Moore	Black	Business/Community
Elizabeth	Hardy	White	Parent
Tracy	Boykins	Black	Parent
Kathy	Crowe	White	Parent
Shana	Inglesby	Black	Parent
Shemila	Lemos	Hispanic	Parent
Janice	Colquitt	Black	Business/Community

**SAC Compliance**

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No (Describe the measures being taken to meet compliance below.)

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

<input type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date:
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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: E. Ste'Phan Lane
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State Days / Intervals that Team meets below.
The MTSS Team meets twice per month (2 <sup>nd</sup> and 4 <sup>th</sup> Thursday) and the SBLT meets once per 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.

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Use this space to paste budget, if desired.
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