WELCOME TO
change

School Improvement Plan
2016-17

Lakewood Community School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

School Profile

Principal:	Harriet Davis	SAC Chair:	Dana Greenbaum

School Vision	100% student success

School Mission	To educate and prepare each student for college, career and life.

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
111	.01%	61%	8%	04%	52%	%

School Grade	2016: No Grade	2015: No Grade	2014: No Grade	Title 1 School?	☐ Yes	☒ No

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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Learning Gains All	N/A	N/A	N/A	N/A								
Learning Gains L25%	N/A	N/A	N/A	N/A								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Harriet	Davis	FT	Less than 1 year
Teacher Leader	Wes	Koennig	FT	4-10 years
Teacher Leader	Patrick	Timmel	FT	11-20 years
Other	Michael	Cantore	FT	11-20 years
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Total Instructional Staff: 5 FT 10PT		**Total Support Staff:** 3		

School Culture for Learning

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).

> Our community school offers classes on CAE'S Campus both during the day and in the evening as well as at various community partnership sites across south Pinellas County. The priority at all of our sites is student, staff and faculty safety, allowing for a secure and healthy environment that is conducive to learning. As we work with adult learners, who enroll at-will, we typically do not have the same behavioral issues found in K-12 schools. However, in order to meet our goal of a safe school environment, in addition to providing professional development to faculty members on how to handle disruptive student behavior, we have one campus monitor in the evening and can assist if and when needed. In addition we have an evening SRO who checks on us during the week and all the staff has his/her phone number for emergencies. Each staff member have been instructed to contact the administrator immediately if they have a security question.

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?

> As previously stated, inappropriate student behavior is not much of an issue, an adult learners choose to come to class and have the right to leave at any time. With that being said, in order to meet our plan ensuring school-wide expectations transfer to the classroom, school-wide expectations are developed, reviewed and updated during our monthly faculty PLC meetings.
>
> In order for all stakeholders to be aware of our expectations they are posted in multiple locations including classrooms, in offices and on the website.
>
> If we If we do have an issue with inappropriate student behavior, we first employ our positive response system. Our positive response system includes giving the student three (3) warnings for minor inappropriate behaviors. Students are given the opportunity to discuss the issue and provided alternative appropriate responses. However, if a student continues to behave inappropriately, after the third warning, the student will meet with the administrator and is given the option of attending class at our C.A.E.C. in the evening (where an administrator is readily available) or online.
>
> More serious offenses are dealt with on a case-by-case basis following Pinellas County School Board's policies and procedures. When investigating an incident the administrator will provide the student with the appropriate due process guaranteed to them under Pinellas County policies.
>
> The desired outcome of the student correcting their behavior and returning to the classroom as soon as possible.

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.

> Although we do not utilize the MTSS process in adult education, we do have systems in place that provide behavioral and academic support. For example, our Career Pathways Program teaches students soft skills

necessary to survive socially/emotionally in college and careers. Further, teachers work collaboratively with other teachers to discuss student success and barriers. The outcomes from these meetings are shared both at their sites and district wide to ensure we are providing the academic support needed for all students.

Adult education will also be implementing new Work Readiness lessons aligned to the State of Florida's College and Career Readiness initiative. These lessons will address the social/emotional needs of students within an academic setting.

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?

Adult education is dedicated to meeting the diverse needs, (physical, social, and emotional) of our adult learners. We do this by teaming with community organizations, such as Career Source Pinellas, Youth Connect, Pinellas County Sheriff's Office, Light House for the Blind, Pinellas Public Library System, the Literacy Council of St. Petersburg, Suncoast, NAMI, Directions, Vocational Rehabilitation, PSTA, and school-based volunteers and tutors, Project Prosper, Pinellas Refugee Education Program (PREP), and Lutheran Services.

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).

Student data is monitored includes attendance, withdraw codes, Literacy Completion Points, and College and Career transitions. Additionally, we monitor Pre- and Post-tests, such as TABE and CASAS.

Data collected is shared during monthly PLC meetings. During these meetings we discuss needed additional support, timelines, resources needed and follow-up monitoring.

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 implementation of Marzano Instructional Framework's evaluation system ensures that every staff member has high expectations for the success of all students. District wide and various professional development opportunities throughout the year also offer best practices. School-based, monthly faculty meetings that highlight student success and areas for growth also support staff in providing learning opportunities that are rigorous and equitable. The team writing and monitoring of our School Improvement Plan throughout the year also reinforces our goals of high expectations for all students. Furthermore, the Adult Education Frameworks are used as our standard upon which our curriculum is based, which ensures rigorous instruction and learning and results in high expectations of all students. We also assist students in setting rigorous goals, by encouraging them to pursue post-secondary education and having guest speakers from St. Petersburg College and Pinellas Technical College come to our classes and/or providing opportunities for students to tour these institutions.

⬡ **School Culture / SWBP / Key Strategies**

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?

Goal: Generate School's first newsletter as a cluster project with the other adult education schools.

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Highlighting student and teacher success throughout the year and making their stories visible.	Harriet Davis Muriel Harrington

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: Decreasing learning gaps by best practice and increasing teachers understanding focus

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Optional Goal: Describe any other goal you may have related to school culture or behavior. Use only if needed.
Goal:

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?

In adult education, we align our prescriptive assignments and teacher lessons with Florida Department of Education's Adult Education Frameworks. We utilize state-mandated tests (TABE, CASAS, Pre-GED) to align student curriculum with state standards as well.

Success is measured by monitoring student gains in Literacy Completion Points (LCPs), success on GED test and the number of students transitioning to Pinellas Technical College and/or St. Petersburg College.

Tracking data is measured on a monthly, quarterly and yearly basis. This data will be openly shared during monthly PLC meetings and from this data we will make the adjustments needed to improve our processes and overall an increase in 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?

Key area for improvement? Increasing Literacy Completion Points (LCPs) in Adult Basic Education (ABE), GED and high school credit recovery that is proportional to our enrollment.

Current data reviewed includes; ABC, GED, ESOL and high school credit recovery percentages.

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.

Growth is measured through formative assessments, such as completion of prescriptive work and in –class unit assessments. Summative assessments, such as state-mandated pre- and post-tests (CASAS, TABE, and GED) also measure student growth. Our staff utilizes both formative and summative assessments to track student progress and shape individual and group instruction.

This year Adult Education will be focusing on increasing the understanding, implementation and monitoring of the Marzano Art and Science of Teaching Framework.

We will present an overall presentation of the model during our initial PLC faculty meeting with an overview of the model including; the (41) elements of instructional categories which occur in the classroom.

We will discuss in detail the design questions;
DQ1 and DQ6 - involving routine events
DQ 2, DQ3 and DQ4) – addressing content
DQ 5, DQ7, DQ8 DQ9 – enacting on the spot

Administratively we will be using i-observation when visiting classrooms. The data collected from i-observation will provide us with picture of teaching strategies being utilized and specific trainings needed for improvement.

We will be discussing the four domains of Marzano including;
Domain 1 – Classroom Strategies and Behaviors
Domain 2 – Planning and Preparing
Domain 3 – Reflecting on Teaching
Domain 4 – Collegiality and Professionalism

The administrators will lead the monthly data presentation and training

Data will be reviewed and shared with teacher individually when developing their Professional Growth plan. Teachers will self-evaluate where they are and together the teacher and administrator will collaboratively determine the training they believe needed and develop a specific timeline to accomplish this plan.

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).

In Adult Basic Education, GED, and High School Credit Recovery classes, we assist students in filing in their learning gaps through prescriptive work at their own pace.

⬡ **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.

Instructional Strategy 1	
Marzano instructional framework	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
I-observation, Formal/informal evaluations, walkthrough data	Harriet Davis
Instructional Strategy 2	
Implement Kuder – Career Pathway designees (at each site)	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible

Individual student registration on website, assessments, portfolios	
Instructional Strategy 3	
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 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.

The staff and faculty of Lakewood Community Program will hold monthly daytime and evening faculty meetings in order for all full-time (required) and part-time (optional) instructors will have a chance to participate, contribute and build positive working relationships between teachers, staff and administrators.

As a baseline we believe all staff will strongly support the notion that all stakeholders in our school should participate in a collaborative learning community and will increase our positive working relationship by meet both informally and formally.

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.

Lakewood Community School will implement PLC's for GED Math in 2016-17.

Every Wednesday, for 90 minutes, all Adult Basic Education/GED teachers meet to review GED Math problems. This PLC is led by one of our GED teachers who have experienced excellent success rate teaching GED Math to our students.

⬡ 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 under the previous leadership, Adult Education has implemented the Marzano Instructional Framework, accompanied by many professional development opportunities, school-district based. The result of these trainings have been utilization of the Goals in Scales, as well as an increased focus on student-focused learning, and increased teacher monitoring of students for comprehensive of learning target.

Next Steps:

This year we will increase our Marzano Model understanding and implementation. We will monitor the program's effectiveness by studying observed teaching trends in the classroom. Additionally, we will be providing our teachers specific training from Corporal Thomas Kelley (PCSO) on the topic CIT/CISM. We will monitor the effectiveness of this training by utilizing climate surveys.

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?
August 3rd	Pre-school	Any FT &PT instructor	Highest student achievement. District and State updates.
August 5th	Pre-school	Any FT &PT instructor	Instructors will understand Domain 1
Monthly Leadership meeting	ALL YEAR	Administrator	Increase understanding of Adult Education
New Principal Training	ALL YEAR	Administrator	Budget, mentoring, support new Principal
GED, PLC'S	ALL YEAR	All FT and Pt GED instructors	Increased confidence in teaching students and collaboration with others
LEAD Teachers meeting Maranzo Training	ALL Year	Wes Koenig	Providing district information to ABE/GED teachers
Adult Community Education (ACE) Conference	Spring	FT instructors	Meet with vendors, District & State updates. Best practices.
FOCUS Training	Fall and Spring	Tiffany Highsmith, Angie Brunicarde	Preparation for new FOCUS, programs for student enrollment, registration and payment.

Family and Community Engagement

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).

> At Lakewood Community Adult Education we rely heavily on our community relationships for referrals and also classroom space. Furthermore, most of our students learn about our programs from their friends and family members, therefore building positive relationships with our students and their families is a vital link for our future success.
>
> We build relationships with community organizations by providing classes and participating in community events.
>
> We also build positive relationships by reaching out to community organizations such as Women's League of St. Petersburg, Sanderlin Center, St. Petersburg Community College, the City of St. Petersburg and Gulfport.

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.

> LCS will work with community partners to locate ABE/GED/ESOL programs throughout the community to better meet student needs and increase student achievement. We will work with the high school to advertiser in a letter to parents and students about what courses and times to meet their needs. We will provide the high school principal, assistant principals and the guidance counselors with a monthly progress sheet on all of the co-enrolled students participating the GRADPOINT lab during 1st semester and more frequently during 2nd semester especially for students that want to graduate with their cohort.

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.

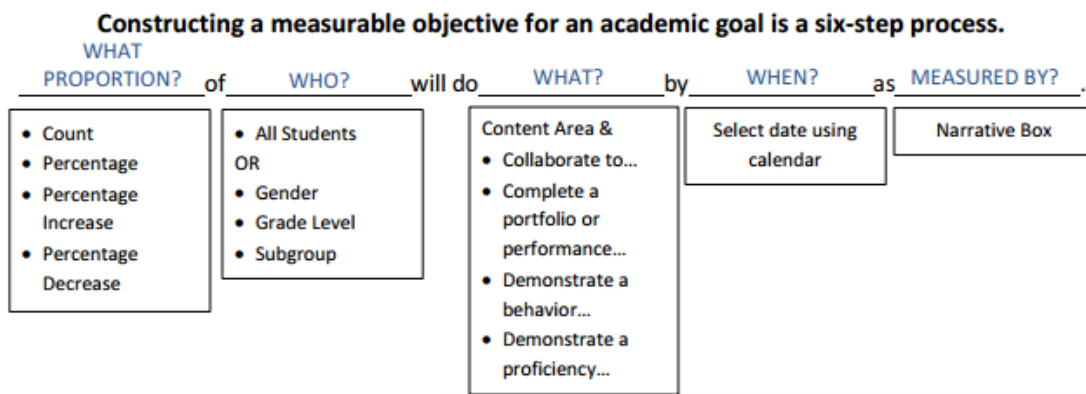| Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password	☐	☐	☐	☐
Families who regularly log onto PORTAL to check student grades / progress	☐	☐	☐	☐
Families who are in regular contact with teachers in person or by phone, text or email	☐	☐	☐	☐
Families who regularly visit the campus for meetings, conferences or school events	☐	☐	☐	☐
Families who report feeling welcome when visiting the campus or contacting the school	☐	☐	☐	☐

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

⬢ **Family Engagement / Key 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?	
Goal: Website, Maintain and build social media outlets	

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Continue to increase website traffic, school marquee, the school newsletter to highlight and honor student, staff and teachers achievement throughout the school year.	Muriel Harrington, Harriet Davis

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?	
Goal: Our goal is to become more involved in our community in South Pinellas County (focus on St. Petersburg and surround communities.	

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Meet with community members, program directors, church leaders	Harriet Davis

Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
Goal:	

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Attend local community events that will help support students and families	Harriet 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? ___ .

WHAT PROPORTION?	WHO?	Content Area &	WHEN?	MEASURED BY?
• Count • Percentage • Percentage Increase • Percentage Decrease	• All Students OR • Gender • Grade Level • Subgroup	• Collaborate to… • Complete a portfolio or performance… • Demonstrate a behavior… • Demonstrate a proficiency…	Select date using calendar	Narrative Box

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:**	
N/A		
Actions / Activities in Support of ELA Goal		**Evidence to Measure Success**

Mathematics Goal	Goal Manager:
N/A	

Actions / Activities in Support of Math Goal	Evidence to Measure Success

Science Goal	Goal Manager:
N/A	

Actions / Activities in Support of Science Goal	Evidence to Measure Success

⬡ 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.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Increase enrollment in ESOL and High School Credit Recovery classes by proportional to our enrolled students by at least 3%	**Goal Manager:** Harriet Davis

Actions / Activities in Support of Goal	Evidence to Measure Success
Retain currently enrolled of students	Monthly comparative reports between teachers and DMT.
Recommend with withdrawn students

Enroll new Students | Celebrate current students/success with monthly or term parties that highlight student progress (LCP's) and student of drive |

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Gather baseline data of students who transition to PTEC	**Goal Manager:** Harriet Davis, Wes Koenig

Actions / Activities in Support of Goal	Evidence to Measure Success
Asses students' interest and abilities	Kuder – Journeys Software
Advanced FOCUS Reports	The Report

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Prepare students for College and Career Readiness	**Goal Manager:** Harriet Davis

Actions / Activities in Support of Goal	Evidence to Measure Success
Assess students' interest and abilities	Kuder – Journeys Software
Provide students opportunities to learn about local, post-secondary programs.	Promote Pinellas Technical College and St. Petersburg College tours, and/or have guest speakers from these institutions visit classrooms.
Interlace soft skills lessons into adult education core curriculum Kuder – Journeys Software	Use of the new Work Readiness Curriculum in the classroom.
Promote Pinellas Technical College and St. Petersburg College tours, and/or have guest speakers from these institutions visit classrooms.	
Use of the new Work Readiness Curriculum in the classroom.	

⬢ **Academic Achievement Gap**

Subgroup Goal (Black)	Goal Manager:

Actions / Activities in Support of Black Goal	Evidence to Measure Success

Subgroup Goal (ELL)	Goal Manager:
NO	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success

Subgroup Goal (ESE)	Goal Manager:

Actions / Activities in Support of ESE Goal	Evidence to Measure Success

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*	Grade	Grade	Grade	Grade	Grade	School

(Number of students by grade level)	Select	Select	Select	Select	Select	#	%
Students scoring at FSA Level 1 (ELA or Math)							
Students with attendance below 90 %							
Students with excessive referrals**							
Students with excessive course failures**							
Students exhibiting two or more indicators							

***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**

Attendance Goal	Please ensure that your goal is written as a SMART goal.

Actions / Activities in Support of Attendance Goal	Evidence to Measure Success

⬡ **EWS - Discipline**

Discipline Goal	Please ensure that your goal is written as a SMART goal.

Actions / Activities in Support of Discipline Goal	Evidence to Measure Success

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.

Early Intervention / Extended Learning Goal
Please ensure that your goal is written as a SMART goal
Goal:

Actions / Activities in Support of Goal	**Evidence to Measure Success**

⬡ Section 3 – Required Items / Resources

⬡ **Instructional Employees**

Current Instructional Staff Members			
# of Instructional Employees		% with advanced degrees	
% receiving effective rating or higher		% first-year teachers	
% highly qualified (HQT)*		% with 1-5 years of experience	
% certified in-field**		% with 6-14 years of experience	
% ESOL endorsed		% with 15 or more years of experience	

*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.

⬡ **SAC Membership**

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
		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?

☐ Yes	☐ 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?

☐ Yes	☐ No	Committee Approval Date:

⬡ **SBLT / MTSS Leadership Team**

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

☐ Yes	☒ No	Chairperson:

State Days / Intervals that Team meets below.

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.

Use this space to paste budget, if desired.