

Pinellas County Schools

# LAKEWOOD HIGH SCHOOL



## 2024-25 Schoolwide Improvement Plan

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## School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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Nurture a foundation for learning and academic success that results in college and career readiness.

### Provide the school's vision statement

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Intentionally prepare our students for a competitive and global society.

## B. School Leadership Team

### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

### Leadership Team Member #1

#### Employee's Name

Connisheia Garcia

#### Position Title

Principal

#### Job Duties and Responsibilities

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No Answer Entered

### Leadership Team Member #2

#### Employee's Name

Lukas Hefty

#### Position Title

Assistant Principal

#### Job Duties and Responsibilities

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No Answer Entered

### Leadership Team Member #3

#### Employee's Name

Donald Johnson

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

---

No Answer Entered

**Leadership Team Member #4**

**Employee's Name**

Peter Retsos

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

---

No Answer Entered

**Leadership Team Member #5**

**Employee's Name**

Melanie Rogers

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

---

No Answer Entered

**Leadership Team Member #6**

**Employee's Name**

Keisha Albritton

**Position Title**

Instructional Staff Developer

**Job Duties and Responsibilities**

---

No Answer Entered

**Leadership Team Member #7**

**Employee's Name**

Ransom Cook

**Position Title**

MTSS Coach

**Job Duties and Responsibilities**

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No Answer Entered

## **Leadership Team Member #8**

### **Employee's Name**

Shaquina Reese

### **Position Title**

MTSS Coach

### **Job Duties and Responsibilities**

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No Answer Entered

## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

*Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.*

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The school leadership team completed focus areas in response to data, SAC member input, and student/staff/parent survey results. Department chairs, teachers, students, and SAC members will continue to provide input following the return to school. SIP goals and action steps will be formed and adjusted based on input from each stakeholder group.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

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Cycle and state assessments will be analyzed to ensure that progress is made in relationship to SIP goals. SIP goal teams and the school leadership team will meet regularly to review and revise action steps to ensure progress is made toward identified goals.



## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>SENIOR HIGH 9-12</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>81.0%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>ATSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)*</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)</b> <b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)</b> <b>HISPANIC STUDENTS (HSP)</b> <b>MULTIRACIAL STUDENTS (MUL)</b> <b>WHITE STUDENTS (WHT)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.	<b>2023-24: C</b> <b>2022-23: C*</b> <b>2021-22: C</b> <b>2020-21:</b> <b>2019-20: C</b>

## E. Early Warning Systems

### 1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## 2. Grades 9-12 (optional)

### Current Year (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

### Current Year (2024-25)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

### Current Year (2024-25)

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	43			38	47	50	31	51	51
ELA Grade 3 Achievement **									
ELA Learning Gains	64						34		
ELA Learning Gains Lowest 25%	61						29		
Math Achievement *	29			19	36	38	26	38	38
Math Learning Gains	34						39		
Math Learning Gains Lowest 25%	41						54		
Science Achievement *	47			46	61	64	37	42	40
Social Studies Achievement *	61			46	63	66	51	47	48
Graduation Rate	92			95	92	89	95	61	61
Middle School Acceleration								45	44
College and Career Readiness	56			56	69	65	60	70	67
ELP Progress	81			31	47	45			

\*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	53%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	528
Total Components for the FPPI	10
Percent Tested	97%
Graduation Rate	92%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
53%	50%	46%	49%		49%	53%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	40%	Yes	5	
English Language Learners	81%	No		
Black/African American Students	47%	No		
Hispanic Students	56%	No		
Multiracial Students	60%	No		
White Students	70%	No		
Economically Disadvantaged Students	47%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	30%	Yes	4	4
English Language Learners	31%	Yes	1	1
Asian Students	79%	No		
Black/African American Students	38%	Yes	4	
Hispanic Students	55%	No		
Multiracial Students	60%	No		
White Students	75%	No		
Economically Disadvantaged Students	42%	No		



2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	31%	Yes	3	3
English Language Learners				
Native American Students				
Asian Students	85%	No		
Black/African American Students	34%	Yes	3	
Hispanic Students	57%	No		
Multiracial Students	42%	No		
Pacific Islander Students				
White Students	71%	No		
Economically Disadvantaged Students	39%	Yes	2	

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	43%		64%	61%	29%	34%	41%	47%	61%		92%	56%	81%
Students With Disabilities	18%		53%	60%	21%	35%	30%	31%	33%		93%	28%	
English Language Learners											91%	70%	
Black/African American Students	35%		61%	63%	23%	33%	41%	39%	50%		87%	39%	
Hispanic Students	47%		56%	50%	30%	38%		35%	93%		97%	59%	
Multiracial Students	47%		53%		46%						86%	67%	
White Students	67%		79%	57%	53%	35%		80%	78%		98%	79%	
Economically Disadvantaged Students	35%		60%	57%	24%	35%	49%	38%	48%		87%	37%	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	38%				19%			46%	46%		95%	56%	31%
Students With Disabilities	15%				2%			28%	23%		80%	31%	
English Language Learners	31%												
Asian Students	58%										100%	80%	
Black/African American Students	25%				11%			31%	33%		95%	34%	
Hispanic Students	56%				22%			57%	44%		90%	61%	
Multiracial Students	52%				55%			50%			91%	50%	
White Students	63%				38%			76%	86%		96%	91%	
Economically Disadvantaged Students	30%				16%			34%	35%		92%	42%	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	31%		34%	29%	26%	39%	54%	37%	51%		95%	60%	
Students With Disabilities	14%		33%	25%	5%	27%		16%	29%		95%	32%	
English Language Learners													
Native American Students													
Asian Students	83%		70%								100%	85%	
Black/African American Students	15%		27%	28%	11%	29%	50%	23%	30%		91%	39%	
Hispanic Students	37%		41%		41%	73%		35%	72%		100%	60%	
Multiracial Students	38%		31%					58%					
Pacific Islander Students													
White Students	67%		49%		61%	52%		77%	77%		100%	81%	
Economically Disadvantaged Students	19%		27%	27%	18%	35%	52%	28%	39%		93%	48%	

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## E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

Data for 2023-24 had not been loaded to CIMS at time of printing.

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

##### Most Improvement

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

---

No Answer Entered

##### Lowest Performance

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

---

No Answer Entered

##### Greatest Decline

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

---

No Answer Entered

##### Greatest Gap

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

---

No Answer Entered

##### EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

---

No Answer Entered

##### Highest Priorities

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

---

No Answer Entered

## B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to Math

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Overall mathematics proficiency is 29% as measured by Spring 2024 Algebra and Geometry EOC exams. This represents a 10% increase as compared to 2023. However, mathematics remains the lowest proficiency level across the school. Proficiency measured at 37% in Geometry and 21% in Algebra. Mathematics learning gains measured at 34%, and L25 learning gains measured at 41%.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Overall mathematics proficiency will increase to 42% as measured by Spring 2025 Algebra and Geometry EOC exams. Geometry will increase to a minimum 50% and Algebra will increase to a minimum 30%.

Mathematics learning gains and L25 learning gains will increase to a minimum 65%.

AP Precalculus, Calculus, and Statistics pass rates will meet or exceed district averages.

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Formative and summative data will be utilized to monitor progress through weekly common planning PLCs, weekly walkthroughs with feedback, common unit assessments, and common quarterly cycle assessments. Data will be collected, analyzed, and used to make ongoing adjustments to strategies and action steps.

#### Person responsible for monitoring outcome

Lukas Hefty

#### Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific

strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

(S1) PLANNING: Identify critical content from the standards/benchmarks in alignment with district resources.

**Rationale:**

Intentional unit and lesson planning will increase alignment, consistency, and effectiveness.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

(S2) TEACHING & LEARNING: Strengthen staff ability to engage students in complex tasks and monitor mastery of benchmarks.

**Rationale:**

Shifting instruction from teacher- to student-centered will increase student engagement and agency.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

(S1A1) Schedule and implement weekly common planning PLCs and individualized teacher support.

**Person Monitoring:**

Lukas Hefty

**By When/Frequency:**

Weekly (Thursdays, Period 1)

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Use formative and cycle assessment data to drive planning. Plan for use of standards-aligned, district resources. Incorporate Prisms VR. Create and monitor individual teacher 9-week plans. Plan for purposeful use of AP Classroom.

**Action Step #2**

(S2A1) Shift toward student-centered instruction and monitoring for learning with feedback.

**Person Monitoring:**

Lukas Hefty

**By When/Frequency:**

Weekly walkthroughs

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Use strategies (e.g., 10-2-2) to chunk lessons and allow time for student talk and thinking. Use formal methods to monitor for learning, use student evidence to facilitate conversations, and provide in-lesson feedback.



**Action Step #3**

(S2A2) Use data to drive planning and increase student agency.

**Person Monitoring:**

Amanda Bannon

**By When/Frequency:**

Weekly PLCs

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Create and use common student data folders. Enroll Algebra 1 L25 (Gr 8 Level 2) students in Foundational Math/Art elective emphasizing mathematics identity and core concept development. Identify and closely monitor students counting toward learning gains by class period.

**Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

**Graduation/Acceleration specifically relating to Acceleration****Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Under 60% of students graduated with an acceleration point during each of the past three years.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

From the graduating class of 2023, 57% earned an acceleration point. For the 2025 graduating class, this will increase to a minimum of 70%.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Cohorts will be grouped based on status toward earning an acceleration point (earned, scheduled, unscheduled). Progress of scheduled students will be monitored throughout the course.

Unscheduled students will be scheduled into at least one class earning an acceleration point.

**Person responsible for monitoring outcome**

Lukas Hefty

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Increase access to accelerated courses. Systematically schedule students into courses and monitor progress.

**Rationale:**

Students need access to and systematic scheduling within accelerated coursework in order to earn acceleration points.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

AP Seminar

**Person Monitoring:**

Lukas Hefty

**By When/Frequency:**

Annually

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Schedule all 10th grade students with ELA score 2.2 and above into AP Seminar. Ensure strong teachers in AP Seminar to reduce the percentage of students needing acceleration in 11th and 12th grades.

**Action Step #2**

College and Career Planning

**Person Monitoring:**

Lukas Hefty

**By When/Frequency:**

Semester

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Schedule 12th then 11th grade students into College and Career Planning by semester and monitor progress within the course.

**Action Step #3**

Industry Certifications

**Person Monitoring:**

Melanie Rogers

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Create clear industry certification plans within each program pathway (CAT, CJAM, 3DE, ALMA). Educate leadership and teachers on the importance and benefits of industry certification. Create a system to schedule, monitor, and celebrate success.

**Area of Focus #3**

Address the school's highest priorities based on any/all relevant data sources.

## Instructional Practice specifically relating to Social Studies

### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

For the 2023-24 school year, **61%** of US History students scored a level 3 or above on the US History EOC. An analysis of the data shows a strong correlation between proficiency in reading and proficiency on the US History EOC. Therefore, our area of focus will center on reading, engagement, reteaching, and monitoring strategies in order to increase proficiency in Social Studies and on the US History EOC.

### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

During the 2024-25 school year 100% of social studies teachers will continuously utilize data to develop review and remediation plans for students that increase student achievement. The percentage of Lakewood students scoring a 3 or higher on the US History EOC will be **65** percent.

### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Social studies teachers will be regularly observed by administration for fidelity to common teaching strategy expectation and standards-based instruction. Administration will collaborate with the Social Studies 9-12 specialist to norm on observation look-fors. Student data will be analyzed during PLCs to monitor for proficiency and plan for changes in instruction and spiraled reteaching.

### Person responsible for monitoring outcome

Melanie Rogers

### Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

### Description of Intervention #1:

Strategy 1: Progress Monitoring - Utilize standards trackers to progress monitor.

### Rationale:

Constant review of data creates alignment with student needs to meet proficiency.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

Strategy 2: Planning - Identify critical content from the standards in alignment with district resources.

**Rationale:**

Intentional unit and lesson planning will increase alignment, consistency, and effectiveness.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Strategy 1 Step: Collect formative &amp; summative data in trackers

**Person Monitoring:**

Melanie Rogers

**By When/Frequency:**

Weekly Walkthroughs

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers and students collect formative and summative data in a standards tracker to gauge progress toward mastery of the course content. - Use formal methods to monitor for learning, use student evidence to facilitate conversations, and provide in-lesson feedback. - Teachers select previously learned content as bellringers and assessment questions to continuously practice and review previously learned content. - Teachers implement data driven spiraled instruction and targeted small group tutorials prior to each district progress monitoring assessment and the State U.S. History EOC exam. Students not showing proficiency on standards will be provided small group instruction through lunch bunch sessions (at least 2x/week).

**Action Step #2**

Strategy 2 Step: Planning

**Person Monitoring:**

Ransom Cook

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Use data to drive planning for differentiated reteaching opportunities for whole-class, small group, and individual students based on trends. - Use formative and cycle assessment data to drive planning. - Plan for use of standards-aligned, district resources. - Create and monitor individual teacher 9-week plans.

**Area of Focus #4**

Address the school's highest priorities based on any/all relevant data sources.

## ESSA Subgroups specifically relating to Black/African American Students (BLK)

### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

ESSA data for Black student subgroup fell below the 41% threshold.

### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

The percentage of Black students meeting proficiency standards in ELA will increase from 33.5% to 41% as measured by the 2025 FAST PM3 ELA Reading.

### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Student achievement levels and progress will be monitored following PM1 and PM2. School leaders and classroom teachers will collaborate to create individualized student support plans.

### Person responsible for monitoring outcome

Connisheia Garcia

### Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### Description of Intervention #1:

Individualized support plans and extended learning opportunities will be provided for students needing support or not making progress based on PM1 and PM2. Intervention opportunities will include ThinkCERCA, AppleRouth, AlbertIO, and StudySync.

#### Rationale:

Individualizing support will help us identify root causes and initiate interventions that will help each student improve. Extended learning opportunities including tutoring will help students learn and increase understanding of difficult skills and concepts.

#### Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

#### Will this evidence-based intervention be funded with UniSIG?

No

### Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Small Group

**Person Monitoring:**

Donald Johnson

**By When/Frequency:**

Daily

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Identify students in the Black subgroup needing additional support as measured by 2024 PM3, 2025 PM1 and PM2 ELA Reading data. Provide differentiated small group instruction to identified students during the school day.

**Area of Focus #5**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Science****Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

The current level of performance is 49% which is evident by the Spring 2024 Biology EOC. This a 3% increase from the 2023 Spring Biology EOC of 46%. The number of students scoring proficient has increased from 111 students in 2023 to 126 students in 2024.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

The percent of all students achieving science proficiency will increase by 11% from 49% to 60% as measured by the spring 2024 Biology EOC.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Teachers utilize common formative assessment data in performance matters and monitor progress through weekly PLCs to plan spiral re-teach. Data collection will be analyzed for adjustments in teaching strategies for student centered learning. Weekly walkthrough data will be shared to improve instructional practices and identify teacher growth target.

**Person responsible for monitoring outcome**

Peter Retsos

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Teachers plan lessons for student-centered learning with individual student roles, task alignment to produce a product with 100% accuracy.

**Rationale:**

Teachers develop quality lessons for student centered groups based on student data and monitor these groups for daily success. Teachers use assessment data to group students and plan for a spiral re-teach. Common Planning in PLC is used to analyze student formative and summative data to plan for re-teach, feedback on what is working well and what needs to be modified. Teachers will set individual goals to improve daily instruction.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

Teachers will implement in daily lessons Biology EOC leveled questions that challenge student thinking.

**Rationale:**

Teachers analyze Biology leveled questions in daily instruction and correct any errors or misconceptions in real time.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

(S1A1) Schedule and Implement weekly common planning PLC and individualized teacher support

**Person Monitoring:**

Peter Retsos

**By When/Frequency:**

Weekly Biology PLC

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Formative and Summative data collected in performance matters and analyzed for bi-weekly spiral reteach 9 week teacher support, monitoring plan with administration Teacher goal setting, best



practices, evidence-based feedback

### **Action Step #2**

Student centered instruction and monitoring for learning with feedback

#### **Person Monitoring:**

Peter Retsos

#### **By When/Frequency:**

Weekly Walkthroughs

### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will create student groups based on data with task alignment and checked daily for accuracy Teachers correct student errors in real time Weekly walkthrough checks on student groups productivity and accuracy Each Unit teachers use complex text and literacy supports so that students are reading and writing, using appropriate tier 2 and tier 3 vocabulary

## **Area of Focus #6**

Address the school's highest priorities based on any/all relevant data sources.

### **Instructional Practice specifically relating to ELA**

#### **Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

For the 2023-2024 school year, our overall ELA proficiency is 43% as measured by the Spring 2024 FAST PM3 Assessment. This is an increase of 3%. However, this increase did not meet our goal of 50% proficiency. Through analysis of the data, students in the 9th grade receiving a 3 or above was 37% which was the same as the previous year. Students in the 10th grade receiving a 3 or above increased from 42% to 45%. Our overall learning gains were 64%. We can attribute these learning gains to our V.I.B.E. Time intervention groups that were implemented 2nd semester of last year. Finally, we are implementing a school wide reading initiative to increase student reading engagement across all subject areas.

#### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We expect to increase our ELA Proficiency to 50% which is a 7% increase from last year's 43% proficiency level.

Our learning gains will be a minimum of a 50% increase.

9th graders receiving a 3 or above will increase from a 37% to 45%.

10th graders receiving a 3 or above will increase from a 45% to 50%.

#### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.



Teachers will use formative and summative data to monitor progress through weekly common planning PLCs. Administration will conduct weekly walkthroughs with feedback to teachers based on specific teacher needs as well as collect trend data and communicate the data to teachers.

**Person responsible for monitoring outcome**

Donald Johnson

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Teachers will use collaborative PLCs to analyze student data and use district resources (data trackers) to drive instruction.

**Rationale:**

Well planned lessons utilizing the data trackers to drive instruction will provide students with differentiated learning opportunities.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

All ELA teachers will use the Reading Comprehension Protocol (RCP).

**Rationale:**

The RCP focuses on true inquiry that is designed to help students interact with complex texts that they will see on the state assessment.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Data Trackers

**Person Monitoring:**

Shaquina Reese

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Plan for use of standards-aligned, district resources. Work with district ISD to plan and review lessons. Collaborate with teachers to review student work during PLCs.

### **Action Step #2**

Reading Comprehension Protocol

**Person Monitoring:**

Donald Johnson

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Identify relevant professional development Weekly walkthroughs to observe student engagement in academic discourse

### **Action Step #3**

ELA Look Fors

**Person Monitoring:**

Donald Johnson

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

All ELA teachers will incorporate the ELA look fors. Weekly walkthroughs and monitoring via PLCs.

## **Area of Focus #7**

Address the school's highest priorities based on any/all relevant data sources.

### **ESSA Subgroups specifically relating to Students With Disabilities (SWD)**

#### **Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

ESSA data for the SWD student subgroup fell below the 41% threshold.

#### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

The percentage of SWD meeting proficiency standards in ELA will increase to 41% as measured by 2025

FAST PM3 ELA Assessment.

#### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Student achievement levels and progress will be monitored following PM1 and PM2. School leaders and

classroom teachers will collaborate to create individualized student support plans.

**Person responsible for monitoring outcome**

Donald Johnson

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Individualized support plans and extended learning opportunities will be provided for students needing support or not making progress based on PM1 and PM2 Intervention opportunities will include ThinkCERCA, AppleRouth, AlbertIO, and StudySync.

**Rationale:**

Individualizing support will help us identify root causes and initiate interventions that will help each student improve. Extended learning opportunities including tutoring will help students learn or increase understanding of difficult skills and concepts.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Extended Learning

**Person Monitoring:**

Donald Johnson

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Identify students in the SWD subgroup needing additional support as measured by 2024 PM3, 2025 PM1 and PM2 ELA Reading data. Provide differentiated small group instruction to identified students during extended learning.

**Area of Focus #8**

Address the school's highest priorities based on any/all relevant data sources.

**Graduation/Acceleration specifically relating to Graduation****Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Graduation rate for the 2022-2023 school year was 92%.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

The 2024-2025 graduation rate will increase to a minimum of 95%.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

The grad cohort report in Data Analytics will be monitored weekly by counselors and administrators. Actions will be taken for individual students based on identified need (GPA, credit recovery, testing, attendance, acceleration).

**Person responsible for monitoring outcome**

Donald Johnson

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

2021 cohort students will be monitored weekly using the Grad Cohort dashboard in Data Analytics. Student need will be identified and addressed individually.

**Rationale:**

Close monitoring and early intervention will allow us to address "off track" seniors and get them on track prior to graduation.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Grad Cohort Dashboard Monitoring

**Person Monitoring:**

Counselors/AP

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action**

**step:**

-Monitor the Grad Cohort dashboard in Data Analytics weekly. -Take action to intervene for off-track students, including enrollment in Credit Recovery, preparation for graduation testing, and communication with families.

**Action Step #2**

Senior Seminars

**Person Monitoring:**

Counselors/AP

**By When/Frequency:**

Quarterly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Hold quarterly senior seminars with credit checks to keep students and families informed of progress.

## IV. Positive Culture and Environment

**Area of Focus #1**

Other

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Lakewood High School (LHS) is a minority-majority high school with a predominantly Black student body. However, while the demographic makeup of a school may offer some context, it should not be used to explain disparities in student discipline. Black students with referrals in 2023-2024 was 219 with 106 having multiple referrals. Instead, it is important to recognize such disparities as potential indications of systemic issues. By solely attributing disciplinary disparities to demographics, we risk oversimplifying the problem and hindering the progress of authentic dialogues to foster school improvement. Therefore, it is crucial to look beyond the simple demographic explanation and strive to understand the deeper issues that contribute to disciplinary disproportionality here at LHS.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The goal by the end of the 2024-2025 school year is to reduce the number of black students with referrals by 30% from 219 to 154. We will also reduce the number of black students receiving multiple referrals by 25% from 106 to 80.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of

how ongoing monitoring will impact student achievement outcomes.

---

Monthly behavior meetings will serve as the cornerstone of this monitoring strategy, offering a platform for stakeholders like teachers, counselors, and administrators to review up-to-date data on disciplinary referrals. The School-Based Leadership Team (SBLT) will conduct in-depth data analyses to supplement these monthly reviews. They will examine trends and recommend adjustments to strategies/interventions. These findings will be translated into actionable steps and reviewed for progress during the subsequent monthly behavior meetings, ensuring a constant loop of data-driven action and review. The Spartan call log will be implemented for monthly check-ins to monitor real-time daily incidents. This tool will help identify emerging patterns or problem areas more quickly, allowing immediate interventions.

### **Person responsible for monitoring outcome**

Shandy Gregg

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

Incorporating Validate, Affirm, Build, and Bridge (VABB) within a Positive Behavioral Interventions and Supports (PBIS) framework could be a promising approach to addressing disciplinary disparities. VABB, a form of culturally responsive pedagogy, can be embedded within the Tier 1 interventions of PBIS, which aim to create a positive school environment for all students. This integration can provide a culturally responsive approach to student behavior and discipline that values and builds upon students' diverse experiences.

#### **Rationale:**

The rationale for selecting PBIS as a strategy is very well articulated, highlighting the key components of PBIS, such as monitoring, family involvement, positive reinforcement, and a tiered approach, which are all important aspects of this evidence-based framework. Data collection and analysis for informed and targeted strategies is an excellent point that aligns with one of the five elements of PBIS, emphasizing the use of data for decision-making. Data-driven decision-making is crucial for identifying trends and areas of concern, assessing the effectiveness of interventions, and making necessary adjustments.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

#### **Action Steps to Implement:**

##### **Action Step #1**

Behavior Expectations

##### **Person Monitoring:**

##### **By When/Frequency:**

Shandy Gregg

Daily/Weekly/Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Establish and reinforce V.I.B.E. behavioral expectations. V - Values, I-Intentional, B-Be Present, E - Excellence.

**Action Step #2**

PBIS Professional Development

**Person Monitoring:**

Shandy Gregg

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Provide ongoing professional development and training for staff on positive behavior management techniques, conflict resolution, and understanding the diverse needs of individuals.

**Action Step #3**

Student Supports

**Person Monitoring:**

Melanie Rogers

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Continuously monitor and assess the effectiveness of the discipline strategies and interventions being used. Regularly review data on behavioral incidents and adjust approaches as needed.

**Action Step #4**

VABB Training

**Person Monitoring:**

Keisha Albritton

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Staff Training: Equip staff with the skills needed for successful VABB integration within PBIS. a. Provide 40-and-outs to train staff on VABB and its integration into PBIS. b. Develop resources that will assist teachers in applying VABB within the PBIS framework. c. Use PLCs or staff meetings to introduce the new approach and provide initial training.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

No Answer Entered

#### Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

#### Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

No Answer Entered

#### How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered



## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

---

No Answer Entered

#### Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

---

No Answer Entered

#### Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

---

No Answer Entered

#### Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

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No Answer Entered

#### Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

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No Answer Entered

## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

---

No Answer Entered

### Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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No Answer Entered

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00