Lake Region High School

2018-19 Schoolwide Improvement Plan

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Lake Region High School

1995 THUNDER RD, Eagle Lake, FL 33839

http://www.lakeregionthunder.com/

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	82%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	67%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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 Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Lake Region High School is to ensure a safe and caring environment that promotes learning with high expectations for all of our students.

Provide the school's vision statement.

The vision of Lake Region High School is that all students will be prepared for success in college and/or career through an effective system of academic and career-based programs.

School Leadership Team

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

Name	Title
Costine, MaryJo	Principal
Nicolodi, Donna	Assistant Principal
Mitchell, Chauncey	Assistant Principal
Theriac, Angela	Instructional Coach
Simpson, Tanishia	Assistant Principal
Vera, Luciano	Dean
Rawlins, Robin	Teacher, K-12
Upchurch, Linda	Teacher, K-12

Duties

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

The administration is responsible for teacher supervision and classroom observations with each administrator having a designated curriculum content focus for planning and observation purposes. The assistant principal of administration is responsible for student supervision, attendance, and building operations. The assistant principal of curriculum is responsible for curriculum development, professional development, and master scheduling. The principal, as manager of personnel, assigns and coordinates responsibilities for all leadership team members. All leadership members are assigned core content areas and the team meets to discuss decisions based on observations and data.

Early Warning Systems

Year 2017-18

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected
Friday 7/6/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	121	131	110	14	376
One or more suspensions	0	0	0	0	0	0	0	0	0	80	51	35	4	170
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	47	39	45	16	147
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	161	124	115	32	432

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	121	131	110	14	376
One or more suspensions	0	0	0	0	0	0	0	0	0	80	51	35	4	170
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	47	39	45	16	147
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	161	124	115	32	432

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

9th grade ELA proficiency was the lowest showing a 2% drop from the previous year. This is not a trend compared to prior years data.

Which data component showed the greatest decline from prior year?

9th grade ELA was the only area of decline from the prior year.

Which data component had the biggest gap when compared to the state average?

ELA Achievement had the largest gap.

Which data component showed the most improvement? Is this a trend?

Biology was the biggest area of improvement.

Describe the actions or changes that led to the improvement in this area.

Focused standards based instruction with data concentration.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	35%	46%	56%	37%	44%	52%
ELA Learning Gains	42%	47%	53%	45%	45%	46%
ELA Lowest 25th Percentile	39%	39%	44%	34%	37%	38%
Math Achievement	33%	44%	51%	30%	32%	43%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Learning Gains	41%	42%	48%	37%	31%	39%
Math Lowest 25th Percentile	37%	38%	45%	40%	35%	38%
Science Achievement	74%	65%	67%	40%	54%	65%
Social Studies Achievement	53%	63%	71%	51%	64%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	0 (121)	0 (131)	0 (110)	0 (14)	0 (376)
One or more suspensions	0 (80)	0 (51)	0 (35)	0 (4)	0 (170)
Course failure in ELA or Math	0 (47)	0 (39)	0 (45)	0 (16)	0 (147)
Level 1 on statewide assessment	0 (161)	0 (124)	0 (115)	0 (32)	0 (432)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	33%	43%	-10%	53%	-20%
	2017	35%	43%	-8%	52%	-17%
Same Grade Comparison		-2%				
Cohort Comparison						
10	2018	34%	42%	-8%	53%	-19%
	2017	28%	40%	-12%	50%	-22%
Same Grade Comparison		6%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2018	68%	59%	9%	65%	3%
2017	38%	51%	-13%	63%	-25%
Compare		30%			

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC

Year	School	District	School Minus District	State	School Minus State
2018	50%	57%	-7%	68%	-18%
2017	46%	56%	-10%	67%	-21%
Compare		4%			

ALGEBRA EOC

Year	School	District	School Minus District	State	School Minus State
2018	27%	60%	-33%	62%	-35%
2017	31%	43%	-12%	60%	-29%
Compare		-4%			

GEOMETRY EOC

Year	School	District	School Minus District	State	School Minus State
2018	31%	41%	-10%	56%	-25%
2017	29%	34%	-5%	53%	-24%
Compare		2%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	12	38	45	25	48	53	35	38		55	18
ELL	6	32	22	22	50			33		50	47
ASN	50	70									
BLK	21	37	38	22	31	42	67	46		80	51
HSP	35	41	36	32	40	33	74	51		75	65
MUL	48	63		58							
WHT	43	44	39	36	45	43	76	59		78	74
FRL	30	40	36	30	41	40	73	50		73	62

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	3	24	24	10	37	39	13	17		53	15
ELL	2	32	48	11	28	35	6	10		55	39
ASN	67	55		73	62						
BLK	16	34	33	23	34	29	20	32		69	42
HSP	29	35	42	31	33	35	35	39		76	52
MUL	44	38		47	47			55		79	55
WHT	39	36	37	37	37	36	49	60		78	65
FRL	22	29	36	29	32	33	33	34		70	52

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Raise proficiency in 10th grade ELA
Rationale	Scores decreased by 2% proficiency for FSA ELA.

Intended Outcome	Increase proficiency scores by 15% (55 students) for 10th grade ELA.
Point Person	Tanishia Simpson (tanishia.simpson@polk-fl.net)

Action Step

Description	Students will be appropriately placed based on achievement level scores to provide support or enrichment for learning gains.
Person Responsible	Tanishia Simpson (tanishia.simpson@polk-fl.net)

Plan to Monitor Effectiveness

Description	Student will be scheduled and scholastic records will be reviewed to determine proper placement.
Person Responsible	Donna Nicolodi (donna.nicolodi@polk-fl.net)

Activity #2	
Title	Raise proficiency in 10th grade ELA
Rationale	Scores decreased by 2% proficiency for FSA ELA.
Intended Outcome	Increase proficiency scores by 15% (55 students) for 10th grade ELA.
Point Person	Donna Nicolodi (donna.nicolodi@polk-fl.net)

Action Step	
Description	Implement LSI training supports and reflection processes to increase rigor and depth in all core instruction (common planning, pacing, mastery of common assessments).
Person Responsible	Donna Nicolodi (donna.nicolodi@polk-fl.net)

Plan to Monitor Effectiveness	
Description	Targeted walk-through data
Person Responsible	Donna Nicolodi (donna.nicolodi@polk-fl.net)

Activity #3	
Title	Raise proficiency in 10th grade ELA
Rationale	Scores decreased by 2% proficiency for FSA ELA.
Intended Outcome	Increase proficiency scores by 15% (55 students) for 10th grade ELA.
Point Person	Donna Nicolodi (donna.nicolodi@polk-fl.net)

Action Step	
Description	Utilize WICOR AVID strategies to increase student engagement through rigorous instruction for inquiry based reading and critical thinking across content areas to ensure student success.
Person Responsible	Donna Nicolodi (donna.nicolodi@polk-fl.net)

Plan to Monitor Effectiveness	
Description	Documentation in SETS, walkthrough data, promotion/pass rates.
Person Responsible	MaryJo Costine (maryjo.costine@polk-fl.net)

Activity #2

Activity #4	
Title	Raise proficiency in 10th grade ELA
Rationale	Scores decreased by 2% proficiency for FSA ELA.
Intended Outcome	Increase proficiency scores by 15% (55 students) for 10th grade ELA.
Point Person	Kevin Ounan (kevin.ounan@polk-fl.net)
Action Step	
Description	Implement supports through the Check and Connect mentoring program for ESE students who struggle based in GPA or testing requirements.
Person Responsible	Kevin Ounan (kevin.ounan@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Mentoring data logs will be monitored.
Person Responsible	Kevin Ounan (kevin.ounan@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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

Lake Region High School hosts a variety of student/parent meetings during the year. In the beginning of the year, an evening orientation is held as well as a fall open house and Title 1 parent meeting and time for parents to meet with teachers. During the year, three parent meetings are held to discuss the academic programs. An academy night is also held in the spring to provide parents a chance to visit the school's career programs. SAC (School Advisory Committee) meetings are held to involve the community along with academy advisory meetings that include the community stakeholders. Guidance counselors conduct student conferences during the year to advise students of their academic progress and a daily Guidance Cafe during lunches provides students with regular access to guidance services. The Lake Region website provides an electronic access to academic information. Guidance counselors schedule and conduct teacher/parent conferences as requested by teacher or parent. A College and Career Specialist meets with students and parents regarding college advising and financial aid and schedules a college fair and a parent college financial seminar each fall.

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Lake Region High School Student Services includes 4 guidance counselors, an ESE Facilitator, a College Success Coach, and a Psychologist. Students may request to meet with one of these staff or a student may be referred for services by a teacher or parent. A student mentoring program is facilitated by a staff member in which a teacher or volunteer community member is matched to a student whose parent has requested a mentor.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

For incoming cohorts, an articulation meeting occurs between the high school administration/guidance and the middle school administration/guidance during the 1st semester to discuss and share information related to the pending transition to high school for the next school year. In January, an 8th grade parent meeting occurs for students transitioning to 9th grade. In February/March, high school counselors meet with 8th grade students at the middle schools to share course information and to begin the registration process.
For outgoing cohorts, the high school hosts college admission visits by both public and private Florida colleges. Each fall, the high school hosts a college financial aid information event for parents and students. The high school also employs a college and career specialists that advises students and meets with parents. On campus dual enrollment courses and advanced placement courses are offered so that students can begin transitioning to acquiring college credits and learning college performance expectations while still in high school.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Each spring, students in grades 8-11 register for classes for the following school year. From the course registration data, a master schedule is developed that reflects both student choices and satisfies course requirements for graduation. Each content department has a department chair that assists with determining curriculum needs and communicating those needs to the assistant principal. Each department is allocated a portion of the operational budget based upon the number of department members and level of consumable materials. The department chair utilizes the allocated funds based upon instructional needs subject to approval of purchases by the assistant principal. Funding is managed through spreadsheets via SAP. The assistant principal in quarterly meetings with the department chairs is responsible for appropriate allocations of funds.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Lake Region offers 8 career academies, including IMAG, Law, Culinary, Child Development, Agriculture, Business Management & Finance, Medical, and Construction in which students may participate. In addition to the academies, students may engage in web design, media productions, visual and performing arts, and JROTC which provides experience in career areas. The school is partnered with the Winter Haven Chamber of Commerce Public Education Partnership group which provides job shadowing opportunities and guest speakers for CTE students. Students are identified for placement in the AVID program and WICOR strategies are implemented schoolwide to equip students for college and career readiness.

Part V: Budget

Total:	$255,882.72