

The School Board of Highlands County

# Lake Placid High School



2019-20 Schoolwide Improvement Plan

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# Lake Placid High School

202 GREEN DRAGON DR, Lake Placid, FL 33852

<http://www.highlands.k12.fl.us/~lph/>

## Demographics

**Principal: Kevin Tunning M**

Start Date for this Principal: 7/1/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School PK, 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (53%) 2017-18: C (50%) 2016-17: C (48%) 2015-16: C (45%) 2014-15: C (51%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan was approved by the Highlands County School Board on 10/8/2019.

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

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## Lake Placid High School

202 GREEN DRAGON DR, Lake Placid, FL 33852

<http://www.highlands.k12.fl.us/~lph/>

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School PK, 9-12	Yes	72%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

### School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

### School Board Approval

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### SIP Authority

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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.

Recognizing that education is a major component in preparing students to become productive members in a diverse society, the staff at Lake Placid High School, in cooperation with our stakeholders, is committed to providing an educational setting focused on "Empowering the Leaders of Tomorrow."

#### Provide the school's vision statement.

"Empowering the Leaders of Tomorrow"

Lake Placid High School's vision statement is supported by its core beliefs.

We Believe that

- All students can learn
- All people have value and can add value
- Embracing diversity strengthens communities
- Family is the first and most powerful influence on a persons life
- Individuals are responsible for their choices and actions
- Honesty and integrity are vital
- Lifelong learning is essential for individuals and communities to flourish

### School Leadership Team

#### Membership

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

Name	Title	Job Duties and Responsibilities
Tunning, Kevin	Principal	
Peeples, Vann	Teacher, K-12	
Corley, Jennifer	Instructional Coach	
Sohn, Melissa	Teacher, K-12	
Holden, Jason	Teacher, K-12	
Rapp, Holly	Assistant Principal	
Ramirez, Jose	Teacher, K-12	
Jackson, Terry	Teacher, ESE	
Irwin, David	Instructional Technology	
Elliott, Sharla	Teacher, K-12	
Morgan, Scott	Teacher, Career/Technical	

### Early Warning Systems

#### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	222	208	177	188	795
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	58	55	50	67	230
One or more suspensions	0	0	0	0	0	0	0	0	0	71	59	35	35	200
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	130	114	61	43	348
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	107	105	30	44	286

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	87	75	35	34	231

**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	33	11	5	5	54
Students retained two or more times	0	0	0	0	0	0	0	0	0	21	9	11	7	48

**FTE units allocated to school (total number of teacher units)**

50

**Date this data was collected or last updated**

Monday 8/26/2019

**Prior Year - 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	53	46	42	44	185
One or more suspensions	0	0	0	0	0	0	0	0	0	63	47	32	0	142
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	101	95	34	64	294
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	109	70	39	12	230

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	82	43	16	6	147

**Prior Year - 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	53	46	42	44	185
One or more suspensions	0	0	0	0	0	0	0	0	0	63	47	32	0	142
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	101	95	34	64	294
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	109	70	39	12	230

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	82	43	16	6	147

## Part II: Needs Assessment/Analysis

### 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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	43%	44%	56%	46%	43%	53%
ELA Learning Gains	46%	46%	51%	42%	42%	49%
ELA Lowest 25th Percentile	38%	35%	42%	34%	33%	41%
Math Achievement	43%	45%	51%	48%	42%	49%
Math Learning Gains	49%	44%	48%	40%	36%	44%
Math Lowest 25th Percentile	52%	44%	45%	34%	31%	39%
Science Achievement	63%	56%	68%	55%	48%	65%
Social Studies Achievement	73%	65%	73%	68%	61%	70%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	222 (0)	208 (0)	177 (0)	188 (0)	795 (0)
Attendance below 90 percent	58 (53)	55 (46)	50 (42)	67 (44)	230 (185)
One or more suspensions	71 (63)	59 (47)	35 (32)	35 (0)	200 (142)
Course failure in ELA or Math	130 (101)	114 (95)	61 (34)	43 (64)	348 (294)
Level 1 on statewide assessment	107 (109)	105 (70)	30 (39)	44 (12)	286 (230)

### Grade Level Data

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

NOTE: 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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	45%	46%	-1%	55%	-10%
	2018	28%	40%	-12%	53%	-25%
Same Grade Comparison		17%				
Cohort Comparison						
10	2019	41%	43%	-2%	53%	-12%
	2018	53%	50%	3%	53%	0%
Same Grade Comparison		-12%				
Cohort Comparison		13%				

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
2019	61%	54%	7%	67%	-6%
2018	56%	54%	2%	65%	-9%
Compare		5%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	75%	63%	12%	70%	5%
2018	64%	63%	1%	68%	-4%
Compare		11%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	29%	52%	-23%	61%	-32%
2018	43%	53%	-10%	62%	-19%
Compare		-14%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	60%	55%	5%	57%	3%
2018	48%	56%	-8%	56%	-8%
Compare		12%			

### Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	23	31	14	29			33	40		67	6
ELL											
BLK	22	37	27	16			36	46		67	29
HSP	40	40	37	46	53		62	68		85	47
WHT	49	51	43	46	55	47	68	84		76	49
FRL	35	43	35	41	47	62	55	65		79	41
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	11	34	35	28	54		21	18		32	
ELL	6	18	17								
BLK	13	41	50	32	31		40	35		69	17
HSP	37	40	32	45	44	39	51	73		76	43
WHT	49	52	32	55	55	55	67	70		79	36
FRL	34	44	38	45	48	44	49	66		71	37
2017 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 2015-16	C & C Accel 2015-16
SWD	8	26	28	10	36	38	21	38		39	42
BLK	10	24	24	20	28	22	23	62		59	11
HSP	38	37	34	47	39	40	60	62		77	49
MUL	73	50									
WHT	58	49	39	54	43	29	60	73		73	45
FRL	37	38	33	43	38	36	47	66		68	38

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	590
Total Components for the Federal Index	11
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	57
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Algebra 1 EOC showed the greatest decline from 43% to 29%. Students were potentially misplaced in Algebra 1 in 8th grade and/or initially misplaced in Algebra 1 instead of Algebra 1A for the first time. Students in Algebra 1B had multiple instructors for Algebra 1A during the 17-18 school year.

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

Algebra 1 EOC showed the greatest decline from 43% to 29%. Students were potentially misplaced in Algebra 1 in 8th grade and/or initially misplaced in Algebra 1 instead of Algebra 1A for the first time. Students in Algebra 1B had multiple instructors for Algebra 1A during the 17-18 school year.

**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.**

The state average for the Algebra 1 EOC was 61% and LPH scored 29% which equals a 32% deficiency. Students were potentially misplaced in Algebra 1 in 8th grade and/or initially misplaced in

Algebra 1 instead of Algebra 1A for the first time. Students in Algebra 1B had multiple instructors for Algebra 1A during the 17-18 school year.

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

ELA grade 9 improved from 28% to 45% for a total growth of 17%. We moved a reading endorsed, veteran teacher to the 9th grade to replace a teacher lost early in the previous year. We also moved a new teacher from 9th grade ELA to 11th grade ELA. Students who previously struggled in ELA were placed in ELA study halls.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

The proficiency of SWD was below 31% for the second consecutive year in ELA at 23% for 18-19. African American proficiency was 16% in MA which is 15% below the 31% required to be identified as not needing targeted support.

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

1. Increase Algebra 1 proficiency
2. Increase proficiency for SWD in ELA
3. Increase proficiency for African Americans in MA
4. Increase Grade 10 ELA proficiency

## Part III: Planning for Improvement

### Areas of Focus:

#1	
<b>Title</b>	Algebra 1
<b>Rationale</b>	Algebra 1 EOC showed the greatest decline from 43% to 29%. Students were potentially misplaced in Algebra 1 in 8th grade and/or initially misplaced in Algebra 1 instead of Algebra 1A for the first time. Students in Algebra 1B had multiple instructors for Algebra 1A during the 17-18 school year.
<b>State the measurable outcome the school plans to achieve</b>	Algebra 1 proficiency will increase from 29% to 45% for 2019-20.
<b>Person responsible for monitoring outcome</b>	Vann Peebles (peeplev@highlands.k12.fl.us)
<b>Evidence-based Strategy</b>	Use of AVID strategies such as WICOR to increase student engagement and rigor in the classroom.
<b>Rationale for Evidence-based Strategy</b>	AVID, Advancement Via Individual Determination, is a 501(c)(3) nonprofit organization established in 1980. During the 2017–18 school year, AVID impacted more than 2 million students, providing academic and social support to ensure students' success in high school, college, and careers. AVID is recognized as an effective evidence-based strategy in the nation, Florida, and Highlands County.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers use iReady data to drive instruction for creating lesson plans and remediation.</li> <li>2. Follow the MTSS process to monitor student interventions.</li> <li>3. Analyze three years of data to ensure placement into Algebra 1A or Algebra 1.</li> <li>4. Lowest performing students placed into a study hall with a certified math teacher.</li> <li>5. Utilize AVID strategies on a daily basis to increase student engagement and rigor.</li> </ol>
<b>Person Responsible</b>	Vann Peebles (peeplev@highlands.k12.fl.us)

#2	
<b>Title</b>	SWD
<b>Rationale</b>	The proficiency of SWD was below 31% for the second consecutive year in ELA at 23% for 18-19.
<b>State the measurable outcome the school plans to achieve</b>	ELA FSA proficiency for SWD will increase from 23% to 32% for 2019-20.
<b>Person responsible for monitoring outcome</b>	Terry Jackson (jacksont@highlands.k12.fl.us)
<b>Evidence-based Strategy</b>	Use of AVID strategies such as WICOR to increase student engagement and rigor in the classroom.
<b>Rationale for Evidence-based Strategy</b>	AVID, Advancement Via Individual Determination, is a 501(c)(3) nonprofit organization established in 1980. During the 2017–18 school year, AVID impacted more than 2 million students, providing academic and social support to ensure students' success in high school, college, and careers. AVID is recognized as an effective evidence-based strategy in the nation, Florida, and Highlands County.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers use previous FSA scores and Common Lit. data to drive instruction for creating lesson plans and remediation.</li> <li>2. Follow the MTSS process to monitor student interventions.</li> <li>3. Analyze three years of data to ensure placement into MTSS/ELA study halls.</li> <li>4. Support Facilitators and Learning Strategies are provided for SWD.</li> <li>5. Utilize AVID strategies on a daily basis to increase student engagement and rigor.</li> </ol>
<b>Person Responsible</b>	Terry Jackson (jacksont@highlands.k12.fl.us)



<b>#3</b>	
<b>Title</b>	African American
<b>Rationale</b>	African American proficiency was 16% in MA which is 25% below the 41% required to be identified as not needing targeted support.
<b>State the measurable outcome the school plans to achieve</b>	African American proficiency for MA will increase from 16% to 42% for 2019-20.
<b>Person responsible for monitoring outcome</b>	Vann Peeples (peeplev@highlands.k12.fl.us)
<b>Evidence-based Strategy</b>	Use of AVID strategies such as WICOR to increase student engagement and rigor in the classroom.
<b>Rationale for Evidence-based Strategy</b>	AVID, Advancement Via Individual Determination, is a 501(c)(3) nonprofit organization established in 1980. During the 2017–18 school year, AVID impacted more than 2 million students, providing academic and social support to ensure students' success in high school, college, and careers. AVID is recognized as an effective evidence-based strategy in the nation, Florida, and Highlands County.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers use iReady data to drive instruction for creating lesson plans and remediation.</li> <li>2. Follow the MTSS process to monitor student interventions.</li> <li>3. Analyze three years of data to ensure placement into Algebra 1A or Algebra 1.</li> <li>4. Lowest performing students placed into a study hall with a certified math teacher.</li> <li>5. Utilize AVID strategies on a daily basis to increase student engagement and rigor.</li> </ol>
<b>Person Responsible</b>	Vann Peeples (peeplev@highlands.k12.fl.us)

#4	
<b>Title</b>	10th grade ELA
<b>Rationale</b>	ELA 10th grade FSA showed a decline from 53% to 41%. Students were 12% below state average.
<b>State the measurable outcome the school plans to achieve</b>	ELA 10th grade FSA proficiency will increase from 41% to 50% for 2019-20.
<b>Person responsible for monitoring outcome</b>	Melissa Sohn (sohnm@highlands.k12.fl.us)
<b>Evidence-based Strategy</b>	Use of AVID strategies such as WICOR to increase student engagement and rigor in the classroom.
<b>Rationale for Evidence-based Strategy</b>	AVID, Advancement Via Individual Determination, is a 501(c)(3) nonprofit organization established in 1980. During the 2017–18 school year, AVID impacted more than 2 million students, providing academic and social support to ensure students' success in high school, college, and careers. AVID is recognized as an effective evidence-based strategy in the nation, Florida, and Highlands County.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers use previous FSA scores and Common Lit. data to drive instruction for creating lesson plans and remediation.</li> <li>2. Follow the MTSS process to monitor student interventions.</li> <li>3. Analyze three years of data to ensure placement into MTSS/ELA study halls.</li> <li>4. PLC collaboration between 10th grade Reading and English teachers.</li> <li>5. Utilize AVID strategies on a daily basis to increase student engagement and rigor.</li> </ol>
<b>Person Responsible</b>	Vann Peeples (peeplev@highlands.k12.fl.us)

#### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

## 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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 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.**

The school plans to increase awareness of school sponsored activities by using the Connect-Ed phone system, Remind, parent letters, announcements posted on the school web site, school social media sites, and in local newspapers, and by posting information on the school marquee.

Several of the same strategies will be used to increase parental involvement in school programs such as AVID, STEM and SAC, etc by advertising meetings with Connect-Ed phone system, online parent grade viewer, and posting information on the school marquee and the school web site.

The school schedule also provides for an open house, grade level scheduling nights, and other opportunities for parents and community to meet with school personnel. Parents are invited to numerous activities on campus both during the day and in the evenings.

The AVID program at Lake Placid High School also conducts family nights twice a year to introduce parents to the AVID program and the benefits that it provides for students at LPHS. Parents are invited to come to family nights to participate in different teaching strategies that are led by the students, and it gives parents an opportunity to review their child's progress by visiting the AVID classroom, reviewing student produced work, and meeting with the AVID Site team members. The AVID Program also utilizes Remind to communicate with parents and has also started an AVID social media site where parents can stay informed on the many events associated with AVID.

We maintain a Lake Placid High School Facebook page for the school newspaper "The Legend". Through "The Legend", parents are instantaneously informed of upcoming events and even the results of sports teams. Parents who do not participate on social media sites are also informed through printed editions of "The Legend".

#### **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.**

Students at our school with documented needs for counseling, mentoring, or other pupil services are referred to the school psychologist, social worker, occupational therapist, physical therapist, or outside agency contracted by the school board to serve our students. Students without documented needs are referred to the correct student services department at the district office or with permission to the outside agency.

In addition to this we try to work closely with parents to direct them to outside agencies that can help them with their students. When necessary we meet with the Children's Advocacy Center in joint meetings where several agencies come together on the behalf of a single child or family. Both the school and the district utilize every available avenue to help our students.

For students with less severe social-emotional needs we have two certified guidance counselors as well as a lead ESE teacher to meet with students. Our students have an Academic Advisement Period to help monitor grades, provide time for MTSS, and can serve as an advisement period with the teacher they meet with everyday Monday -Thursday for 45 minutes.

All students will be receiving a minimum of five hours of instruction on the topics that were identified in the law.

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

8th grade students attend an orientation presented by LPHS staff members in the Spring of each year. They also attend an open house in August to orient themselves with the building, pick up their class schedules and meet their teachers. A representative of the guidance department spends time each spring of the year at the middle school visiting classrooms then meeting with students individually.

Seniors preparing to graduate have the opportunity to go to our local state college for a visit during their senior year as well as attend a college night our district provides in the fall of each year.

LPHS Guidance Department holds an informational meeting for all Seniors and their parents to offer information regarding Bright Futures, FAFSA, and other College Admissions Information. This meeting is always well attended. Seniors are given newsletters, scholarship information, and help students with ACT/SAT registration.

AVID and STEM students are given the opportunity two times a year to visit colleges for a tour of the campus and informational meetings. This is in addition to the trip to South Florida State College in Avon Park.

**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.**

Title 1- LPH is a Title 1 School this year..

Title 1- Migrant- Provides services to migrant students, identified by the District Office, (PreK-12th grade) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students and to provide health and guidance services to them. The Migrant Early Childhood Program serves 4 year old children in a full time preschool program, focusing on readiness activities. Parent involvement and education are an integral part of the Migrant Program.

Title 1 Part D- Provides services to children who are delinquent or neglected.

Title 11,Part A- Provides for teachers' professional development and supports all teachers and paraprofessionals to be highly qualified.

Title 111- Supports activities to assist students to become proficient in English and supports teacher professional development in ELL strategies and parent involvement and education.

Title X- Homeless- Student services coordinates with Title 1, Part A provide resources (clothing, school supplies, social services, referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)- SAI Funds coordinated with Title 1 funds to provide summer school for Level 1 readers.

Violence Prevention Programs- the district offers a non-violent and anti-drug program, which incorporates field trips, community service, drug testing, and counseling students.

Career and Technical Education- Proposals are submitted annually to enhance selected vocational programs for regular, disadvantaged and handicapped students in grades 7-12. Title VI supports the operation of the Career Academy by providing professional development and resources for progress monitoring.

Job Training- A partnership with the city of Lake Placid and surrounding areas provides students with a

job skills program that allows students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.

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

The guidance counselors at LPHS meet individually with students at least two times per year to verify that the student is on track to graduate and prepared to attend a two or four year university, vocational program, the service, or the work force. During the student's junior and senior year this number increases since many student choices are changed during the last two years based on the success during the first two years.

Colleges frequently visit the schools during lunches, and students can talk one-on-one with the representative. LPHS advertises college nights offered in our area and hosts a Senior night for students and parents to discuss financial aid, college entrance requirements, and Bright Futures. In numerous classrooms during the four years, the students are given presentations by visiting business members, armed forces representatives, and post secondary academic and vocational schools.

Several times a year we have representatives from the different Armed Forces set up during lunches to share information with students.

Juniors are invited to a Career Fair at the local state college once a year to create awareness regarding businesses available in our area.

AVID and STEM students are given the opportunity two times a year to visit colleges for a tour of the campus and informational meetings. This is in addition to the trip to South Florida State College in Avon Park.

## Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Algebra 1	\$0.00
2	III.A.	Areas of Focus: SWD	\$0.00
3	III.A.	Areas of Focus: African American	\$0.00
4	III.A.	Areas of Focus: 10th grade ELA	\$0.00
Total:			\$0.00