Lake Success Academy

2019-20 Schoolwide Improvement Plan

Table of Contents

Lake Success Academy

525 N GEORGIA AVE, Howey II N The Hills, FL 34737

https://lsa.lake.k12.fl.us/

Demographics

Principal: Eric Sochocki

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

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.

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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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)
Combination School KG-12	No	%

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

School Grades History

Year

Grade

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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.

Lake Success Academy's mission is to assist students in achieving their highest potential through an alternative setting which supports academic, behavioral, and social emotional development.

Provide the school's vision statement.

To prepare students for a successful future as socially responsible citizens who will succeed in post-secondary education and the work place.

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
Byfield, Porshialee	Principal	The role of the principal at Lake Success Academy is to establish and maintain a positive, effective learning environment, build a cohesive team, establish and monitor guidelines to meet the needs of individual students. Dr. Porshialee Byfield: Conducts weekly administration and leadership team meetings to align instructional and operational priorities to school improvement goals; communicates school improvement goals to all stakeholders' works in conjunction with district and school staff to provide a safe, learning environment for all students. Dr. Byfield also outlines programs and initiatives to support school improvement goals; meets frequently with Instructional Dean, School Counselor and Instructional Coach to monitor student's progress toward meeting the requirement for transition to their zone schools and implement plans for each student enrolled in Lake Success Academy. Conduct frequent meetings with the instructional coach in accordance with school improvement goals; conduct frequent learning walks and observations to provide feedback to instructional personnel as well as compile data from these walks to identify instructional trends and determine professional development needs for the staff; conduct data chats with individual teachers.
Fountain, Yemeako	School Counselor	The school guidance counselor works directly with each classroom teacher to track student attendance. Classroom teachers call home every time a student is absent and the guidance counselor follows through with the established truancy procedures when a student's accumulates five or more unexcused absences
Kallina, Kenneth	Dean	The Dean tracks suspensions, grades, and testing results. When data indicates a negative pattern of behavior or academic deficiencies, the parent is contacted and a meeting is set up with the teaching team to evaluate deficiencies and determine additional interventions. The Instructional Dean also utilizes classroom learning walk data and school improvement goals to develop and coordinate professional development needs for the staff. He also provides professional development school-wide to support instructional initiatives that align with the school improvement goals. The dean also coordinates health initiatives and protocols in accordance with district guidelines.
Ramphal, Devandra	Teacher, K-12	ESE teachers participate in student data collection, integrate core instructional activities/ materials into Tier 3 supplemental instruction, and collaborates with the general education teachers.
Perkins, Kimberly	Instructional Coach	Provides professional development school-wide to support literacy efforts that align with the school improvement goals; Facilitates planning in all core academic area with alignment to standards and site-based instructional initiatives; Conducts weekly classroom learning walks to provide timely feedback and support to teachers; and collaborates with administration conducting professional development and coaching.

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	3	4	4	3	0	14
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	2	1	1	0	4
One or more suspensions	0	0	0	0	0	0	0	0	2	2	2	3	0	9
Course failure in ELA or Math	0	0	0	0	0	0	0	0	2	2	2	2	0	8
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	2	1	3	3	0	9

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	3	4	4	3	0	14

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	1	2	2	1	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	2	1	0	3

FTE units allocated to school (total number of teacher units)
7

Date this data was collected or last updated
Monday 8/19/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

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	3	4	4	3	0	14
One or more suspensions	0	0	0	0	0	0	0	0	3	3	3	3	0	12
Course failure in ELA or Math	0	0	0	0	0	0	0	0	2	3	3	3	0	11
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	2	3	3	3	0	11

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	3	3	3	3	0	12

Part II: Needs Assessment/Analysis

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.

Lake Success Academy is a new alternative school that began operation in the 19-20 school year, as a result, the school has no prior year data.

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

Lake Success Academy is a new alternative school that began operation in the 19-20 school year, as a result, the school has no prior year data.

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.

Lake Success Academy is a new alternative school that began operation in the 19-20 school year, as a result, the school has no prior year data.

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

Lake Success Academy is a new alternative school that began operation in the 19-20 school year, as a result, the school has no prior year data.

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

Lake Success Academy is a new alternative school that began operation in the 19-20 school year; as a result, the school has no prior year data. However, based on district data trends and the students

currently enrolled, the areas of concerns are increasing the number of students earning proficiency in ELA and Math on the Florida State Assessment and decreasing the number of student credit and GPA deficient.

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

Lake Success Academy is a new alternative school that began operation in the 19-20 school year, as a result, the school has no prior year data. However based on district-wide data trends and current students enrolled, the top priorities for LSA include:
1) Increase the number of students meeting GPA requirements
2) Decrease the number of students that are credit deficient
3) Increase Math learning gains
4) Increase ELA learning gains.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	With high expectations, Lake Success Academy will deliver standards-based instruction using the district's Instructional Framework daily in all content areas with an emphasis in ELA and Math.
Rationale	Lake Success Academy serves a very diverse population of students with unique academic needs and as a result, a significant number of students are performing below grade level proficiency. If we place an emphasis on focused instruction through the implementation of the district's Instructional Framework then there will be an increase in proficiency in ELA and Math.

State the measurable outcome the school plans to achieve	When we implement the district's Instructional Framework in all classes, at least 20% of LSA students will achieve the next performance level in ELA and Math as evidence by Lake Standards Assessment and FSA data.
Person responsible for monitoring outcome	Porshialee Byfield (byfieldp@lake.k12.fl.us)
Evidence-based Strategy	LSA will implement, monitor, and support the district's instructional framework for intentional teaching to increase students's performance in ELA and Math. This framework also focuses on formative assessments that will enable the leadership team to make instructional adjustments during planning, and revise professional learning opportunities throughout the school year. To monitor this strategy LSA quarterly assessment data, lesson plans, Performance Matters data, and learning walk data will be analyzed by the leadership team weekly.
Rationale for Evidence-based Strategy	If we implement district instructional framework there will be an increase in ELA and Math proficiency. Using this framework as a guide for teachers to utilize in their planning will ensure that there is an emphasis on focused instruction that leads to effective instructional practices and student achievement.

Action Step	
Description	1. School leadership and instructional coach will provide continuous professional learning and job embedded coaching in the use of effective instructional strategies with a focus on the district's instructional framework. 2. Establish a planning schedule facilitated by the instructional coach, with protocols, planning time-frame and expected products. 3. Administrator, instructional dean and instructional coach will conduct learning walks daily to monitor the implementation of planned instruction. 4. Implement student use of classroom libraries by implementing district framework for reading with conferring for Intensive Reading and Intensive Language Arts. 5. Provide ongoing support to implement Reading, Writing, Thinking, and Talking every day. 6. Conduct ongoing PLC's for teachers to review formative assessment data. 7. Provide site-based professional learning to LSA teachers during the first and third Wednesday of each month to deepen instructional practice. 8. Develop schedule for problem solving team to review data and use it to make data based decisions and next steps.

Person Responsible	Kimberly Perkins (perkinsk@lake.k12.fl.us)

#2	
Title	Social-Emotional Learning: By utilizing EWS data, Lake Success Academy will target all students to increase engaged behaviors to maintain a safe and supportive learning environment for all students.
Rationale	Lake Success Academy serves a very diverse population of students with unique behavioral needs. Therefore, by utilizing EWS data and providing alternative interventions, such as implementing Standard Operating Procedures (SOPs), structured SEL curriculum and Restorative Practices to address student behaviors, LSA will increase engaged behaviors that support a safe and conducive learning environment.
State the measurable outcome the school plans to achieve	By implementing Standard Operating Procedures (SOPs), structured SEL curriculum and Restorative Practices the number of student with multiple Early Warning Indicators will be reduced by 25%.
Person responsible for monitoring outcome	Porshialee Byfield (byfieldp@lake.k12.fl.us)
Evidence-based Strategy	Students engaged with in evidence based Leaps SEL curriculum, Restorative Practices, and individual or group counseling thus increase students' positive students behaviors and academic success.
Rationale for Evidence-based Strategy	If we implement restorative practices, individual and group counseling and social-emotional learning with the Leaps curriculum, then there will be engaged and focused student behaviors.

Action Step	
Description	1. Use of Restorative Practices daily 2. Group and individual counseling daily 3. Use of SEL curriculum 4. Use of school-wide Standard Operating Procedures (SOP) 5. Develop a "point system" approach to reinforce school-wide.positive behaviors. 6. Implement a tiered behavior level system which focuses on recognition of positive behaviors through rewards, privileges, and incentives. 7. Train teacher on the utilization of Leaps Curriculum 8. Develop schedule for problem solving team to review data and use it to make data based decisions and next steps.
Person Responsible	Porshialee Byfield (byfieldp@lake.k12.fl.us)

#3	
Title	By utilizing EWS data, Lake Success Academy will provide all students the opportunity to receive supplemental academic support with an emphasis in increasing GPA and decreasing credit deficiency
Rationale	Lake Success Academy serves a very diverse population of students with unique academic needs and as a result, a significant number of students are performing below grade level proficiency, and they are credit and GPA deficient. If we emphasize on focused instruction through the implementation of the district's Instructional Framework then there will be an increase in students' GPA, credits earned.

State the measurable outcome the school plans to achieve	The number of students with GPA or credit deficiency will decrease by at least 20% as measured by Performance Matters data.
Person responsible for monitoring outcome	Yemeako Fountain (fountainy@lake.k12.fl.us)
Evidence-based Strategy	Lake Success Academy will purposely structure the time for intervention and remediation for all students GPA or credit deficient. To monitor this, Performance Matters and Skyward grade book reports will be analyzed weekly by the leadership team. Interventions that will be provided to students will include Achieve 3000, Edgeunity, and Khan Academy during Intensive Language Arts,
Rationale for Evidence-based Strategy	If we implement, monitor, and support structured interventions and remediation, then there will be a decrease in the number of students with credit or GPA deficiency.

Action Step	
Description	1. Create a Master Schedule to include intervention and remediation time 2. Assign each student a mentor to support their academic and behavioral progress 3 Assign a para-professional to each classroom to support individual and small group instruction during schedule interventions. 4. Develop schedule for problem solving team to review data and use it to make data based decisions and next steps.
Person Responsible	Porshialee Byfield (byfieldp@lake.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.

Administrator and teachers reach out to local businesses for participation in the school's business partners programs.
Teachers and administrators use multiple strategies to contact families, including but not limited to: (1) Contact families prior to the start of school to welcome the students to the new school year. (2) Each student and parents participated in a one on one parent orientation prior to starting school. (3) Provide access to school grades, progress monitoring data and other relevant achievement information, through the LCS Skyward Family Access Portal. (4)Ensure students show evidence of "owning their data" and scheduling student led conferences. (5) Lake Success Academy will provide, when practical, information to parents in their native language. Staff members fluent in other languages are available to assist our non-English speaking families.

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.

All students at Lake Success Academy may receive individualized counseling to address their unique social and emotional needs to help maximize their chances for educational success. Students at Lake Success Academy may also engage in small group counseling once a week to develop and practice social and emotional coping skills. Lake Success Academy is also a full Restorative Practices School where students and staff participate daily in community circles to build and strengthen relationships among staff and students.

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

The School Counselor at Lake Success Academy reviews the transcripts of incoming students to ensure completion of testing and course requirements specific to their graduation cohort. School Counselor also ensure that each student is placed in the appropriate class to ensure that transition to their zoned school will not impeded their academic progress.

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.

All students at Lake Success Academy including SWD may receive individualized counseling to address their unique social and emotional needs to help maximize their chances for educational success. Students at Lake Success Academy may also engage in small group counseling once a week to develop and practice social and emotional coping skills. Lake Success Academy is also a full Restorative Practices School where all students and staff participate daily in community circles to build and strengthen relationships among staff and students. Title I PART D Funds will be used to provide Lake

Success Academy students including SWD and teachers with supplemental academic and behavioral resources and to prevent student dropout and meet individual student academic and behavioral goals.

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

Our small school, limited number of teachers and offerings, and the short duration of stay by our students prevents us from being as wide-ranging as some of the institutions we serve. We review students' academic histories, on both the guidance and administrative level. From here we begin to help students plan their next steps for school and work. As a small alternative school, Lake Success Academy addresses the college and career readiness of our students by providing elective coursework.

Part V: Budget

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

1	III.A.	Areas of Focus: With high expectations, Lake Success Academy will deliver standards-based instruction using the district's Instructional Framework daily in all content areas with an emphasis in ELA and Math.	$0.00
2	III.A.	Areas of Focus: Social-Emotional Learning: By utilizing EWS data, Lake Success Academy will target all students to increase engaged behaviors to maintain a safe and supportive learning environment for all students.	$0.00
3	III.A.	Areas of Focus: By utilizing EWS data, Lake Success Academy will provide all students the opportunity to receive supplemental academic support with an emphasis in increasing GPA and decreasing credit deficiency	$0.00
		Total:	$0.00