Lake Academy Leesburg

2019-20 Schoolwide Improvement Plan

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Lake Academy Leesburg

2020 TALLEY RD, Leesburg, FL 34748

http://www.lsbc.net/

Demographics

Principal: Rudy Rolle

Start Date for this Principal: 9/11/2019

2019-20 Status (per MSID File)	Closed: 2021-09-02
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)	0%
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	CS&I
* 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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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

This program contracts with the Lake County Public schools to provide educational and/or therapeutic services to children who are unable to function in the traditional classrooms. Services at LAKE Academy include individual, group and psychosocial rehabilitation. Treatment/behavior modification is evidence based and strives to promote appropriate behavior necessary for long-term success in school. We believe that creating a therapeutic environment in which students feel supported and emotionally safe increases the opportunities for achieving treatment goals and a successful return to public school.

Provide the school's vision statement.

Bringing Hope to Life

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
Rolle, Rudy	Principal	Oversee all day to day school operations, including but not limited to hiring, training, staff development, classroom management, scheduling, mapping, parental involvement, and better public relations, etc.
Mongiovi, Benedetto	Assistant Principal	
Martin, Scartlett	Assistant Principal	
Bradshaw, Kelly	Teacher, K-12	
Fluitt, Sonya	Paraprofessional	

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	1	6	8	9	3	5	7	8	2	4	5	1	59
Attendance below 90 percent	0	1	1	0	0	0	0	4	0	1	1	0	0	8
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	1	0	0	6	4	2	1	2	0	16
Level 1 on statewide assessment	0	0	0	2	5	2	3	3	3	2	2	1	12	35

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	1	0	0	1	4	1	1	1	0	9

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	5	1	0	0	3	3	1	1	1	0	15
Students retained two or more times	0	0	0	2	0	0	1	2	1	0	2	1	0	9

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

Date this data was collected or last updated
Friday 9/27/2019

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	1	3	1	3	5	10	8	8	9	1	1	50
One or more suspensions	0	0	0	0	0	0	7	15	8	0	0	0	0	30
Course failure in ELA or Math	0	0	1	6	1	0	0	6	7	5	4	1	0	31
Level 1 on statewide assessment	0	0	0	7	2	1	12	10	14	2	4	0	0	52

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	5	3	3	7	15	10	4	5	1	0	53

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	0%	68%	61%	0%	67%	57%
ELA Learning Gains	0%	63%	59%	0%	65%	57%
ELA Lowest 25th Percentile	0%	56%	54%	0%	50%	51%
Math Achievement	0%	70%	62%	0%	69%	58%
Math Learning Gains	0%	65%	59%	0%	67%	56%
Math Lowest 25th Percentile	0%	54%	52%	0%	65%	50%
Science Achievement	0%	59%	56%	0%	64%	53%
Social Studies Achievement	0%	83%	78%	0%	82%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Number of students enrolled	0 (0)	1 (0)	6 (0)	8 (0)	9 (0)	3 (0)	5 (0)	7 (0)	8 (0)	2 (0)	4 (0)	5 (0)	1 (0)	59 (0)
Attendance below 90 percent	0 ()	1 ()	1 ()	0 ()	0 ()	0 ()	0 ()	4 ()	0 ()	1 ()	1 ()	0 ()	0 ()	8 (0)
One or more suspensions	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 (0)
Course failure in ELA or Math	0 ()	0 ()	0 ()	0 ()	1 ()	0 ()	0 ()	6 ()	4 ()	2 ()	1 ()	2 ()	0 ()	16 (0)
Level 1 on statewide assessment	0 ()	0 ()	0 ()	2 ()	5 ()	2 ()	3 ()	3 ()	3 ()	2 ()	2 ()	1 ()	12 ()	35 (0)

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
03	2019	0%	60%	-60%	58%	-58%
	2018	0%	61%	-61%	57%	-57%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	60%	-60%	58%	-58%
	2018	0%	59%	-59%	56%	-56%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019	0%	59%	-59%	56%	-56%
	2018	0%	55%	-55%	55%	-55%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2019	0%	52%	-52%	54%	-54%
	2018	0%	47%	-47%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	0%	49%	-49%	52%	-52%
	2018	0%	48%	-48%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	54%	-54%	56%	-56%
	2018	0%	55%	-55%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison		0%				
09	2019	0%	47%	-47%	55%	-55%
	2018	0%	46%	-46%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
10	2019	0%	48%	-48%	53%	-53%
	2018	0%	49%	-49%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	62%	-62%	62%	-62%
	2018	0%	65%	-65%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	61%	-61%	64%	-64%
	2018	0%	60%	-60%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019	0%	57%	-57%	60%	-60%
	2018	0%	58%	-58%	61%	-61%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2019	0%	53%	-53%	55%	-55%
	2018	0%	49%	-49%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	0%	58%	-58%	54%	-54%
	2018	20%	59%	-39%	54%	-34%
Same Grade Comparison		-20%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
08	2019	0%	39%	-39%	46%	-46%
	2018	0%	39%	-39%	45%	-45%
Same Grade Comparison		0%				
Cohort Comparison		-20%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	0%	56%	-56%	53%	-53%
	2018	0%	54%	-54%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison						
08	2019	0%	49%	-49%	48%	-48%
	2018	0%	51%	-51%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	66%	-66%	67%	-67%
2018	0%	61%	-61%	65%	-65%
Compare		0%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	71%	-71%	71%	-71%
2018	20%	70%	-50%	71%	-51%
Compare		-20%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	67%	-67%	70%	-70%
2018	0%	69%	-69%	68%	-68%
Compare		0%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	52%	-52%	61%	-61%
2018	0%	62%	-62%	62%	-62%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	49%	-49%	57%	-57%
2018	0%	50%	-50%	56%	-56%
Compare		0%			

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	3	52		4	22					10	
BLK				9							
WHT	7	50									
FRL	4	50		5	14						
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
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

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)	CS&I
OVERALL Federal Index – All Students	15
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	89
Total Components for the Federal Index	6
Percent Tested	91%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	15
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	5
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	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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	29
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	18
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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.

Not enough data collected to determine outcomes.

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

Not enough data collected to determine outcomes.

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.

Not enough data collected to determine outcomes.

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

Not enough data collected to determine outcomes.

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

Absenteeism and Students with 2 or more EWS.

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

1. Absenteeism
2. Passing scores ELA and Math
3. Level 1 FSA scores
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Absenteeism
Rationale	LA-L can cut the total number of student absences then we can get a better handle on keeping current with curriculum map and pacing guide. This will allow for all students to keep pace with district and state schools. This will also ensure that LA is teaching all standards needed for student success on EOC's and FSA Testing.
State the measurable outcome the school plans to achieve	Above 95% attendance rates for all students.
Person responsible for monitoring outcome	Rudy Rolle (rrolle@lsbc.net)
Evidence-based Strategy	
Rationale for Evidence-based Strategy	
Action Step	
Description	1. View attendance daily 2. Ensure follow-up calls are made daily by teachers and administrators 3. Disaggregate data to determine monthly trends 4. 5.
Person Responsible	[no one identified]

#2	
Title	Passing scores in ELA and Math
Rationale	Ensuring that students are proficient in these 2 areas would help to improve students passing rates overall.

State the measurable outcome the school plans to achieve	LA will monitor and track all testing and quiz scores in these areas of concern. We will also ensure rigorous , standard based instruction with focus on reading, thinking, talking, comprehensive and math skills. Our goals are to achieve 50% gains in each area with consistent and sustained monitoring of data.
Person responsible for monitoring outcome	Rudy Rolle (rrolle@lsbc.net)
Evidence-based Strategy	
Rationale for Evidence-based Strategy	
Action Step	
Description	1. 2. 3. 4. 5.
Person Responsible	[no one identified]

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.

A large portion of the parental population within the special day school, alternative disciplinary program and interim alternative education programs are not involved with the students. We have targeted parents through parent night and offering resources fairs and parent lunches in an attempt to come to the school and get involved with their students. Last year's response to the parent lunches exceeded expectation

but the parent night turnouts were below hopes and desires. This year we are expanding into a PTA group and will be reaching out to parents to become part of the school community.

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.

Being a highly transitional environment the ability to be highly effective in grade level progression is difficult. Within the context of intragrade level development students are exposed to a multitude of education tools and assessment to promote educational and academic growth in preparation for grade promotion. Being we are a K-12 school environment, students that are maintained in our environment over the course of academic progress benefit from the professional learning communities and collaborative learning environments between academic levels. Teachers for the subsequent years remain the same so students have the same educational staff for as many as 3-4 years (within certain academic areas based on retention and certification), affording them the opportunity to progress based on the summative and formative assessments of the staff. Transitioning from one academic environment to another is easily done as teachers have been in communication and have worked with the students in behavioral setting allowing for a smoother transition. Students are prepared for the next level because the academic expectations for the teachers are aligned. For the middle and high school students, the same teachers rotate to the classrooms and students have transitional skills built in from the prevous year.

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

Staff collect data through the behavioral daily points log. This information is then transposed onto the monthly graphs for level and daily points. This data is utilized to track intervention effectiveness, known changes in medications, or other personal changes when targeting a student for intervention. When collecting data for someone under Tier III interventions this is translated onto the appropriate forms and graphs for the school district.

Teachers are divided into teams of three and are assigned students who are under Response to Intervention (RtI) or Multi-Tiered Systems of Supports (MTSS). Information is collected by the team and the teams meet to discuss the progress of the students and to ensure that data and paperwork is being completed. This is used to determine whether the Functional Behavioral Assessment /Behavioral Intervention Plan (FBA/BIP) has to be modified for the students needs. Any information that is gathered by the staff from the parents is included in these discussions.
PBS was started a few years ago as a school-wide intervention process. This has aided significantly with behavioral and academic issues with students. School store is used by students once per week to buy things with their points and the bell is built into the school bell system so that staff know when to give the points to students for Respect, Responsibility, and Safety. These have also been integrated into the school-wide behavioral monitoring system.

Title I Part D funding will be used to purchase additional equipment and supplies to supplement the existing materials already attained. Technology integrated will be a primary focus with dollars supporting online programs such as Achieve3000 and Education.Com.

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.

Educational meetings are held on each student to determine their schedule of courses. Discussions emerge regarding hopes for dual enrollment and attendance depending on the circumstances. Students must return to their zone school to be afforded these opportunities. They are also exposed to a career week once a year where community members present for training, educational and work activities. Information is further posted to community boards in the school and information is accessible in the school on military, vocational, and collegiate options to student. This also includes information on scholarships and admission criteria.

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

Educational meetings are held on each student to determine their schedule of courses. Discussions emerge regarding hopes for dual enrollment and attendance depending on the circumstances. Student must return to their zone school to be afforded these opportunities. They are also exposed to a career week once a year where community members present for training, educational and work activities . Information is further posted to the community boards in the school and information is accessible in the school on military, vocational and collegiate options to students. This also includes information on scholarship and admission criteria.