

Lake County Schools

Lake Success Academy



2020-21 Schoolwide Improvement Plan

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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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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
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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Lake Success Academy

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

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

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 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

School Board Approval

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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

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Byfield, Porshialee	Principal	<p>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.</p>
Perkins, Kimberly	Instructional Coach	<p>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.</p>
Fountain, Yemeako	School Counselor	<p>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 accumulates five or more unexcused absences</p>
Sneed, Derrick	Other	
Ramphal, Devandra	Teacher, ESE	<p>ESE teachers participate in student data collection, integrate core instructional activities/ materials into Tier 3 supplemental instruction, and collaborates with the general education teachers</p>

Demographic Information

Principal start date

Monday 7/1/2019, Eric Sochocki

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

7

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
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2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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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 .	

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	1	1	2	1	5	3	13
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	1	1	1	4	2	10
One or more suspensions	0	0	0	0	0	0	0	0	1	1	2	1	5	3	13
Course failure in ELA	0	0	0	0	0	0	0	0	0	2	2	2	2	0	8
Course failure in Math	0	0	0	0	0	0	0	0	0	2	2	2	2	0	8
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	2	1	3	3	9
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	2	1	3	3	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	1	1	2	1	1	3	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	0	0	0	0	0	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 8/18/2020

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		
Number of students enrolled	0	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	0	2	1	1	0	4
One or more suspensions	0	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	0	2	2	2	2	0	8
Level 1 on statewide assessment	0	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 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 0 1 2 2 1 0 6

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

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	

Number of students enrolled 0 0 0 0 0 0 0 0 1 1 1 2 1 3 9

Attendance below 90 percent 0 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 1 1 1 2 1 3 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 0 0 0 0 0 1 0 0 0 0 0 1

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

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019					
	2018					
Cohort Comparison		0%				
10	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

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					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

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
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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	

Subgroup Data

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 began operation in the 19-20 year with no prior year data. Additionally, due to effects of COVID19 in the 19-20 school year, Lake Success Academy continues to be without student performance data.

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

Lake Success Academy began operation in the 19-20 year with no prior year data. Additionally, due to effects of COVID19 in the 19-20 school year, Lake Success Academy continues to be without student performance 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 began operation in the 19-20 year with no prior year data. Additionally, due to effects of COVID19 in the 19-20 school year, Lake Success Academy continues to be without student performance data.

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

Lake Success Academy began operation in the 19-20 year with no prior year data. Additionally, due to effects of COVID19 in the 19-20 school year, Lake Success Academy continues to be without student performance data.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Lake Success Academy began operation in the 19-20 year with no prior year data. Additionally, due to effects of COVID19 in the 19-20 school year, Lake Success Academy continues to be without student performance data.

However, based on district data trends and the students currently enrolled, the areas of concern 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 began operation in the 19-20 year with no prior year data. Additionally, due to the effects of COVID19 in the 19-20 school year, Lake Success Academy continues to be without student performance 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. Culture & Environment specifically relating to Social Emotional Learning

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.

Area of Focus Description and 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.

Measurable Outcome: By implementing Standard Operating Procedures (SOPs), structured SEL curriculum, individual and/or group counseling, and Restorative Practices the number of students with multiple Early Warning Indicators will be reduced by 10%.

Person responsible for monitoring outcome: Porshiale Byfield (byfieldp@lake.k12.fl.us)

Evidence-based Strategy: Students engaged with an 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 Steps to Implement

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.
8. Develop a schedule for the problem-solving team to review data and use it to make data-based decisions and next steps.

Person Responsible Porshiale Byfield (byfieldp@lake.k12.fl.us)

#2. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale: By utilizing EWS data, Lake Success Academy will provide all students the opportunity to receive supplemental academic support with an emphasis on increasing GPA and decreasing credit deficiency
 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 focused instruction through the implementation of the district’s Instructional Framework then there will be an increase in students’ GPA, credits earned.

Measurable Outcome: The number of students with GPA or credit deficiency will decrease by at least 15% as measured by Performance Matters data.

Person responsible for monitoring outcome: Porshiale Byfield (byfieldp@lake.k12.fl.us)

Evidence-based Strategy: Lake Success Academy will purposely structure the time for intervention and remediation for all student's 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, Edgenuity, Sylvan curriculum during Intensive Language Arts, Khan Academy, Algebra Nation. for math intervention.

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 Steps to Implement

- 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. Develop a schedule for problem-solving team to review data and use it to make data-based decisions and next steps

Person Responsible Porshiale Byfield (byfieldp@lake.k12.fl.us)

#3. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: 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. 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 standards-based instruction through the implementation of the district’s Instructional Framework then there will be an increase in proficiency in ELA and Math.

Measurable Outcome: When we implement the district’s Instructional Framework in all classes with a focused on standards-based instructions, at least 10% 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: Porshiale Byfield (byfieldp@lake.k12.fl.us)

Evidence-based Strategy: Lake Success Academy will implement, monitor, and support the district’s instructional framework for intentional teaching to increase students’ 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 Lake Standards Assessment 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 the district’s instructional framework with a focus on standards-based instructions 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 standards-based instructions that leads to effective instructional practices and student achievement.

Action Steps to Implement

1. 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. The leadership team will conduct learning walks daily to monitor the implementation of planned instruction.
3. Implement student use of classroom libraries by implementing district framework for reading with conferring for Intensive Reading and ILA.
4. Provide ongoing support to implement Reading, Writing, Thinking, Talking daily.
5. Ongoing PLC’s to review formative assessment data.
6. Site-based professional learning to LSA teachers, first and third Wednesday of each month to deepen instructional practice around standards-based instruction and the district Instructional framework.
7. Develop a schedule for the problem-solving team to review data and use it to make data-based decisions and next steps.

Person Responsible Porshiale Byfield (byfieldp@lake.k12.fl.us)

#4. Leadership specifically relating to Walkthroughs

Area of Focus By utilizing the classroom learning walk tool, Lake Success Academy will monitor the implementation of the District instructional framework with a focus on teacher Modeling and Student Collaboration.

Description and Rationale: If we utilize the learning walk tool to collect, monitor the implementation of the district's instructional framework then an increase in student math and ELA performance will occur.

Measurable Outcome: When we implement a system to monitor the district's Instructional Framework with a focus on using the learning walk tool, at least 10% 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: Porshiale Byfield (byfieldp@lake.k12.fl.us)

Evidence-based Strategy: Lake Success Academy will implement, monitor, and support the district's instructional framework for intentional teaching to increase students' 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 Lake Standards Assessment 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 monitor the implementation of the district's instructional framework with a focus using the learning walk tool there will be an increase in ELA and Math proficiency. The learning walk data will be used as a guide for making instructional adjustments will ensure that there are effective instructional practices that lead to student achievement.

Action Steps to Implement

The leadership team will conduct learning walks daily to monitor the implementation of the framework

Learning walk data will be reviewed weekly in the leadership meeting and common planning meeting.

Professional learning will be provided on student collaboration and modeling to support teacher implementation of the framework.

Person Responsible Porshiale Byfield (byfieldp@lake.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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. Restorative Practices is also used to create a positive school culture by promoting pro-social relationships within the school community among staff and students. Restorative Practices is also used that build and sustain a culture of respect, responsibility, and accountability. 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.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The Administrator and teachers reach out to local businesses for participation in the school's business partners programs. Teachers and the administrator 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

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
4	III.A.	Areas of Focus: Leadership: Walkthroughs	\$0.00
Total:			\$0.00