Professional Academy Magnet At Loften High School

2021-22 Schoolwide Improvement Plan

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Professional Academy Magnet At Loften High School

3000 E UNIVERSITY AVE, Gainesville, FL 32641

https://www.sbac.edu/loften

Demographics

Principal: Kristopher Bracewell

Start Date for this Principal: 8/19/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	50%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (66%) 2017-18: B (61%) 2016-17: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
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 Alachua 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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3000 E UNIVERSITY AVE, Gainesville, FL 32641

https://www.sbac.edu/loften

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	60%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

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 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.

Every student, every day .... engaged and experiencing success!

Provide the school's vision statement.

A vital community united as the premier provider of career and technical education.

We believe that the Professional Academies Magnet at Loften High School is a place where every student:
* is known by name
* can belong to a group and be part of something special
* wants to come to school because he or she is involved in doing important things
* is motivated to achieve at high levels in all program clusters
* has his/her needs met by a staff that works as a united team
* experiences the connection between community and school

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Bracewell, Kristopher	Principal	-Supervise the operation and management of all school activities and functions at the assigned school. -Provide leadership in the development and delivery of all educational programs. -Manage and administer the accreditation program for the assigned school. -Develop a plan for short and long range instructional and facility needs. -Utilize current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance. -Coordinate program planning with district instructional staff. -Interview and recommend personnel for employment. -Assume responsibility for student suspensions in accordance with board policies and statutes. -Manage and supervise the school's financial resources, including the preparation and disbursement of the school's budget and internal accounts. -Manage and supervise the school's athletic and student activity programs including the selection of club sponsors and coaches, approve all schoolsponsored activities, and maintain a calendar of all school events. -Provide leadership in the school improvement process and the implementation of the school improvement plan. -Demonstrate proactive leadership and effective managements skills to motivate and gain commitment of staff to facilitate task accomplishment.
Jones, Angela	Assistant Principal	-Assist the principal in the administration and supervision of secondary school operations. -Assume administrative responsibility for the school in the absence of the principal. -Develop master schedule for all students and teachers. -Develop a master schedule for all students. -Assist in the development of the school curriculum and implement county and state guidelines. -Monitor ESE program for compliance with state and federal guidelines and statutes. -Evaluate course offerings to determine if student needs are considered and met. -Assist with the administration of all testing programs. -Assist principal with interviews and selection of personnel.

Name	Position Title	Job Duties and Responsibilities
		Assist Principal in developing personnel assignments and duty rosters. -Supervise facilities and grounds operation. -Supervise extracurricular activities. -Supervise assigned personnel, conduct annual performance appraisals and make recommendations for the appropriate employment action. -Represent the district in a positive and professional manner and demonstrate support for the school district and its goals and priorities.
Taylor, Valinda	Dean	-Assist in development and implementation of preventive discipline plan. -Provide assistance to administrator, teacher and staff for behavioral management. -Manage the discipline referral process. -Advise students on appropriate school behavior and followup with parents and teachers on results. -Assist administration as an additional resource for classroom management and appropriate student behavior, provide teacher inservice as needed. -Collaborate with students, parents, school staff and other appropriate persons to assist in meeting student's needs. -Provide accurate and timely information to parents and students about academic and behavioral performance of students. -Recognize overt indicators of student distress or abuse and take appropriate intervention, referral or reporting actions. -Supervise students at all times to ensure a safe and orderly environment.
Gano, Jill	School Counselor	Plan and develop guidance programs based on developmental needs of students, needs assessments, and school and district priorities. -Establish short and long-range plans based on student needs as well as school, district and state priorities. -Communicate goals and services of the counseling programs to school administration, staff, students and parents. -Review, evaluate and select a variety of materials to support a well-balanced counseling program. -Establish and follow procedures for appropriate intervention in accordance with school, district, and state laws, rules and

Name	Position Title	Job Duties and Responsibilities
		policies. -Demonstrate knowledge of theories, techniques and instruments used for assessments. -Evaluate counseling program objectives including using feedback from students, parents and staff. -Use relevant assessment data to make recommendations to students, parents, teachers and other professionals.
Fayo, Raymond	Teacher, Career/ Technical	-Plan, prepare, and conduct a variety of learning activities considering students' learning styles and special needs in order to enhance the application of critical, creative and evaluative thinking capabilities of students. -Select, develop, modify and/or adapt materials, technology and resources to support learning objectives and address students' learning styles and special needs. -Create or select goals and objectives for unit and daily plans based on a review of district and state curriculum priorities, student profiles and instructional priorities. -Identify specific intended learning outcomes which are challenging, meaningful and measurable. -Apply principles of learning and effective teaching in instructional delivery. -Maintain academic focus by using a variety of motivational techniques. -Provide quality work for students which is focused on meaningful, relevant and engaging learning experiences. -Sequence content and activities appropriately. -Maintain instructional momentum with smooth and efficient transitions from one activity to another. -Provide instruction on safety procedures and proper handling of materials and equipment. -Assist students in assessing, interpreting and evaluating information from multiple sources. -Encourage self-assessment by students and assist them in developing plans for improving their performance, as appropriate.
Pearl, Chris	Teacher, K-12	-Plan, prepare, and conduct a variety of learning activities considering students' learning styles and special needs in order to enhance the application

Name	Position Title	Job Duties and Responsibilities
		of critical, creative and evaluative thinking capabilities of students. -Select, develop, modify and/or adapt materials, technology and resources to support learning objectives and address students' learning styles and special needs. -Create or select goals and objectives for unit and daily plans based on a review of district and state curriculum priorities, student profiles and instructional priorities. -Identify specific intended learning outcomes which are challenging, meaningful and measurable. -Apply principles of learning and effective teaching in instructional delivery. -Maintain academic focus by using a variety of motivational techniques. -Provide quality work for students which is focused on meaningful, relevant and engaging learning experiences. -Sequence content and activities appropriately. -Maintain instructional momentum with smooth and efficient transitions from one activity to another. -Provide instruction on safety procedures and proper handling of materials and equipment. -Assist students in assessing, interpreting and evaluating information from multiple sources. -Encourage self-assessment by students and assist them in developing plans for improving their performance, as appropriate.

Demographic Information

Principal start date

Thursday 8/19/2021, Kristopher Bracewell

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.*

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.*

Total number of teacher positions allocated to the school

18

Total number of students enrolled at the school

268

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

3

Demographic Data

Early Warning Systems

2021-22

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	79	76	53	60	268
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	11	0	0	0	11
One or more suspensions	0	0	0	0	0	0	0	0	0	4	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	15	0	0	0	15
Course failure in Math	0	0	0	0	0	0	0	0	0	0	11	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	18	0	0	18
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	12	0	0	12
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	20	0	0	0	20

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	2	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 8/19/2021

2020-21 - 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	94	65	66	54	279
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	4	6	6	9	25
One or more suspensions	0	0	0	0	0	0	0	0	0	1	1	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	2	9	1	2	14
Course failure in Math	0	0	0	0	0	0	0	0	0	21	16	9	2	48
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	24	11	8	6	49
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	22	9	9	2	42

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	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	41	26	24	15	106
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	0	94	65	66	54	279
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	4	6	6	9	25
One or more suspensions	0	0	0	0	0	0	0	0	0	1	1	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	2	9	1	2	14
Course failure in Math	0	0	0	0	0	0	0	0	0	21	16	9	2	48
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	24	11	8	6	49
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	22	9	9	2	42

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	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	41	26	24	15	106
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				65%	59%	56%	65%	57%	56%
ELA Learning Gains				59%	52%	51%	56%	55%	53%
ELA Lowest 25th Percentile				49%	39%	42%	34%	41%	44%
Math Achievement				63%	54%	51%	63%	48%	51%
Math Learning Gains				57%	54%	48%	41%	43%	48%
Math Lowest 25th Percentile				64%	48%	45%	32%	37%	45%
Science Achievement				80%	68%	68%	78%	67%	67%
Social Studies Achievement				72%	75%	73%	74%	73%	71%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	68%	60%	8%	55%	13%
Cohort Comparison						
10	2021					
	2019	63%	55%	8%	53%	10%
Cohort Comparison		-68%				

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
2021					
2019	81%	66%	15%	67%	14%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	71%	71%	0%	70%	1%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	50%	56%	-6%	61%	-11%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	96%	48%	48%	57%	39%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

PAM @ Loften High School will be participating in district AIMS assessments throughout the year to collect data in preparation for the FSA/EOCs

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade					
	Number/% Proficiency	Fall	Winter	Spring	
English Language Arts	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
	Number/% Proficiency	Fall	Winter	Spring	
Mathematics	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				

Grade					
	Number/% Proficiency	Fall	Winter	Spring	
English Language Arts	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
	Number/% Proficiency	Fall	Winter	Spring	
Mathematics	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				

Grade					
English Language Arts	Number/% Proficiency	Fall		Winter	Spring
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
Mathematics	Number/% Proficiency	Fall		Winter	Spring
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				

Grade					
English Language Arts	Number/% Proficiency	Fall		Winter	Spring
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
Mathematics	Number/% Proficiency	Fall		Winter	Spring
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				

Grade		Fall	Winter	Spring
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	58%		
	Economically Disadvantaged	47%		
	Students With Disabilities	35%		
	English Language Learners	33%		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	9%		
	Economically Disadvantaged	5%		
	Students With Disabilities	17%		
	English Language Learners	0%		

Grade		Fall	Winter	Spring
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	50%		
	Economically Disadvantaged	36%		
	Students With Disabilities	38%		
	English Language Learners	67%		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	24	31	18	29	43	54					
BLK	31	35	33	18	23	40	46			89	41
HSP	37	56		40	14						

2021 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 2019-20	C & C Accel 2019-20
WHT	81	65		57	35		89	93		100	77
FRL	48	48	29	27	27	50	75	85		88	43

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	16	37	36	35	50			30			
BLK	41	46	18	41	62		47	56		95	16
HSP	76	71		55							
MUL	50			80							
WHT	72	59	50	70	57	56	94	93		100	74
FRL	55	48	47	59	56	58	75	59		92	48

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	21	37	29				60				
BLK	38	49	35	40	27		67	36		88	47
HSP	67	67									
WHT	77	59		76	44		87	96		100	78
FRL	54	54	40	60	38	25	65	60		96	50

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	572
Total Components for the Federal Index	10
Percent Tested	93%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
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	40
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	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	75
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	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Botton quartile students are made primarily of African American students. Targeting both of these subcategories will help support SIP goals that will be later discussed.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Bottom quartile and the traditionally underrepresented groups such as ESE and African American students.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Lack of skills and content knowledge needed for grade-level success. Students who score level 1 or 2 on the most previous ELA and math state assessments will be scheduled in all-year academic courses for English I, II, and Alg. 1. Formative assessments will beconducted in the fall term class to establish a baseline for all students. Teachers will be trained on the RTI process for interventions.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Science, US History, and Geometry all saw great levels of success in recent EOC results.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Instructional practices that promote engagement, data collection and analysis, assessment development that aligns to state-standard item specifications, and high expectations.

What strategies will need to be implemented in order to accelerate learning?

Strategies that promote engagement, data collection and analysis, assessment development that aligns to state-standard item specifications, and high expectations. LHS teachers continue to develop coherent, focused, and high rigor instruction that aligns with the state framework. The ELA and math subject area often challenges teachers to develop real work connections, but often where these real-world connections are most necessary to build skills and knowledge for a student.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Mindset book study, school-wide focus on SES, best practices included in every faculty meeting, learning walks, team meetings to discuss best practices and individual student needs.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Regular progress monitoring allows teachers to have a clear picture through collected data that helps determine what a student is understanding and the areas they need further instruction on. FSA/EOC type assessments scheduled throughout the year paint a picture of the instructional framework needed moving forward.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:	Students identified with a disability are currently achieving at 34%, which is below the ESSA standard or 41%
Measurable Outcome:	Increase student achievement in this area to at least 41%
Monitoring:	504 and IEP plan development, monitoring, meeting, and execution Learning Strategies
Person responsible for monitoring outcome:	Angela Jones (jonesal@gm.sbac.edu)
Evidence-based Strategy:	SWD will be scheduled in year-long and /or year long math for an 80 minute period for both fall and spring term. They will also be schedule in a Learning strategies resource class during the term they take English.
Rationale for Evidence-based Strategy:	These student will not experience a gap in instruction that can occur on a block schedule.

Action Steps to Implement

Students will be scheduled in all year academic courses. Formative assessments will be conducted in the fall term class to establish a baseline for all students. Teachers will be trained on the RTI process for interventions.

Person Responsible	Angela Jones (jonesal@gm.sbac.edu)

#2. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Our lowest quartile student learning gains are at 33% ELA and 40% Math.
Measurable Outcome:	Increase gains of our Lowest quartile by 10% in ELA and Math.
Monitoring:	Students will be monitored by evaluation of 9 weeks grades in comparison with other students. School and county assessments will also be monitored to evaluate needs for additional academic support.
Person responsible for monitoring outcome:	Kristopher Bracewell (bracewellk@gm.sbac.edu)
Evidence-based Strategy:	-These students will be scheduled on smaller classes in year-long mathematics and ELA. -After school tutoring will be offered to provide more opportunities to support students. -Teachers will participate in a book study on Growth Mindset
Rationale for Evidence-based Strategy:	Loften seeks to expand new methods of differentiated instruction and program access that meets the needs of all learners. These students should not experience a gap in instruction on the block schedule.

Action Steps to Implement	
School-wide PLC on "Mindset" is designed to see the growth potential in all.	
Person Responsible	Kristopher Bracewell (bracewellk@gm.sbac.edu)
Utilize progress monitoring through AIMS to analyze and use data to drive instruction for individual groups of students. Bottom quartile students are identified and their progress is tracked throughout AIMS administrations.	
Person Responsible	Angela Jones (jonesal@gm.sbac.edu)

#3. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale:	The achievement gap among white and black students in math is 29% and 31% in ELA. Increase participation of African American Students in Advanced and Accelerated Courses and Programs
Measurable Outcome:	Reduce the achievement gap in ELA from 31% to 25% by raising the performance of African American students. Reduce the achievement gap in math from 29% to 25% by raising the performance of African American students. Increase participation by 5 percentage points annually of African American student enrollment in AP and Honors courses.
Monitoring:	Students schedules will be monitored to ensure opportunities to participate in honors and AP course are prioritized in their schedules.
Person responsible for monitoring outcome:	Kristopher Bracewell (bracewellk@gm.sbac.edu)
Evidence-based Strategy:	- Explicit communication of high expectations for all students - Engage all students in rigorous, standards-based curricula - Strategies to build faculty collective efficacy - Increase faculty's cultural competency - Strategies teachers use to create a welcoming and supportive environment in each course and program for students of all races and ethnicity and aligned professional development - Strategies to support students from traditionally underrepresented populations in advanced courses and aligned professional development - Expanding course offerings to target underrepresented student populations, such as AP Capstone and On-Line Dual Enrollment - Creating a college-going culture in your school - Communicating high expectations for all students - Remove barriers that restrict access to advanced courses and meet one-on-one with students of color to encourage participation and plan for success - Identify, recruit, and enroll students in advanced courses
Rationale for Evidence-based Strategy:	Through identification, recruitment, and regularly scheduled support meetings, Loften High will increase the number of students placed and completing advanced placement and highly rigorous courses.

Action Steps to Implement

1. Identify African American students who have AP potential
2. Meet with students and parents
3. Develop a plan of support throughout the year

Person Responsible	Angela Jones (jonesal@gm.sbac.edu)

#4. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	Support student social-emotional learning. Loften will support students' development in communicating effectively, negotiating conflict, practicing empathy understanding their own skills and abilities, managing their emotions and behavior, and other social and emotional skills in order to have better academic and life outcomes.
Measurable Outcome:	32% of our students have 504 plans and 20% have IEPs. There were over seventeen risk assessments completed during the school year. Decrease the number of risk assessments by 10%.
Monitoring:	This will be monitored by the number of students supported through each individual program. Also a decreased number of students needing tier 2 and 3 social/emotional support and/or the decreased number of students needing a risk assessment.
Person responsible for monitoring outcome:	Jill Gano (ganoja@gm.sbac.edu)
Evidence-based Strategy:	Students will be provided with social emotional support by opportunities provided by PALS, Social Workers, and Systems of Care, and the HOPE Squad. Teachers will provide support using Growth Mindset" strategies in the class.
Rationale for Evidence-based Strategy:	This will support students in I managing their emotions and behavior and other social and emotional skills.

Action Steps to Implement

Social Worker will work with identified students to support social emotional heath inside and outside of school.
PALs will meet with students to provide individual/group therapy.
Guidance will sponsor a HOPE Squad that provides peer support for identified students.
Teacher will complete a book study on Growth Mindset to add to their instructional systems to support students.

Person Responsible	Jill Gano (ganoja@gm.sbac.edu)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Support student social-emotional learning. Loften will support students' development in communicating effectively, negotiating conflict, practicing empathy understanding their own skills and abilities, managing their emotions and behavior, and other social and emotional skills in order to have better academic and life outcomes.

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.

We are proud of the positive and inclusive culture that exists on PAM@LHS campus. We start by establishing high expectations for culture and behavior from the time a student arrives on our campus. All PAM@Loften students are associated with a Career Academy which becomes their small learning community for four years. Within this community, students establish strong relationships with each other and with their teachers. All students are expected to treat each other with respect and dignity and we have assemblies and presentations that stress these concepts. We also have various social and mental service professionals on campus at various times for students. Parents and other community stakeholders are invited to become involved in the school to positively impact the PAM@Loften High School learning community through volunteer programs, booster programs, and advisory board members.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Guidance Counselor
Teachers-Using Growth Mindset Strategies, communicating with parents
Social Worker
PALs
Hope Squad
Dean
Advisory Board Members

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	$0.00
4	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00

	Total:	$0.00