Lake Region High School

2021-22 Schoolwide Improvement Plan

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Lake Region High School

1995 THUNDER RD, Eagle Lake, FL 33839

http://www.lakeregionthunder.com/

Demographics

Principal: Amy Hardee

Start Date for this Principal: 6/19/2017

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	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (44%) 2017-18: C (50%) 2016-17: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
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 Polk 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.](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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	96%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		I	C	C

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.

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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.

The mission of Lake Region High School is to ensure a safe and caring environment that promotes learning with high expectations and encourages every student to realize his/her fullest potential.

Provide the school's vision statement.

The vision of Lake Region High School is that all students will be prepared for success in college and/or careers through an effective system of academic and career-based programs.

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
Costine, MaryJo	Principal	The administration is responsible for teacher supervision and classroom observations with each administrator having a designated curriculum content focus for planning and observation purposes. The principal, as manager of personnel, assigns and coordinates responsibilities for all leadership team members. All leadership members are assigned core content areas and the team meets to discuss decisions based on observations and data.
Mitchell, Chauncey	Assistant Principal	The assistant principal of administration is responsible for student supervision, attendance, and building operations. The assistant principal oversees a core content area, ELA and Reading teams, and plans with the department.
Nicolodi, Donna	Assistant Principal	The assistant principal of curriculum is responsible for curriculum development, professional development, and master scheduling. The assistant principal oversees a core content area, mathematics, and plans with the department.
Simpson, Tanishia	Assistant Principal	The assistant principal is responsible for the coordination of the guidance department, supporting student scheduling, testing and college/career readiness. The assistant principal oversees a core content area, Science, and plans with the department.
Schonrock, Amanda	Other	The Student Success Coach is responsible for supporting students in attendance, meeting graduation requirements, and post-secondary planning.
Ounan, Kevin	Dean	The dean of students is responsible for student supervision, discipline, and presenting data to the leadership team.
Vera, Luciano	Dean	The dean of students is responsible for student supervision, discipline, and presenting data to the leadership team.
Williams, Sean	Assistant Principal	The assistant principal is responsible for ESE monthly updates and the Social Studies Department. He also oversees busses and emergency drills.

Demographic Information

Principal start date
Monday 6/19/2017, Amy Hardee

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.*

2

Total number of teacher positions allocated to the school

77

Total number of students enrolled at the school

1,543

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

8

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

9

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	433	395	297	278	1403
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	149	125	81	8	363
One or more suspensions	0	0	0	0	0	0	0	0	0	70	47	21	3	141
Course failure in ELA	0	0	0	0	0	0	0	0	0	124	146	56	9	335
Course failure in Math	0	0	0	0	0	0	0	0	0	82	30	45	8	165
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	136	139	97	57	429
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	126	58	125	0	309
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	260	223	130	1	614
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	298	258	159	6	721

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	92	123	57	10	282
Students retained two or more times	0	0	0	0	0	0	0	0	0	18	30	19	20	87

Date this data was collected or last updated

Thursday 6/24/2021

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	422	381	312	325	1440
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	42	39	23	25	129
One or more suspensions	0	0	0	0	0	0	0	0	0	75	60	20	18	173
Course failure in ELA	0	0	0	0	0	0	0	0	0	69	61	26	5	161
Course failure in Math	0	0	0	0	0	0	0	0	0	87	57	28	3	175
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	136	139	97	57	429
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	126	58	125	0	309
	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on STAR Reading	0	0	0	0	0	0	0	0	0	39	75	73	28	215
Level 1 on STAR Math	0	0	0	0	0	0	0	0	0	1	1	1	0	3
	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	128	77	13	11	229

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	173	137	69	9	388
Students retained two or more times	0	0	0	0	0	0	0	0	0	18	30	25	24	97

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	422	381	312	325	1440
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	42	39	23	25	129
One or more suspensions	0	0	0	0	0	0	0	0	0	75	60	20	18	173
Course failure in ELA	0	0	0	0	0	0	0	0	0	69	61	26	5	161
Course failure in Math	0	0	0	0	0	0	0	0	0	87	57	28	3	175
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	136	139	97	57	429
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	126	58	125	0	309
	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on STAR Reading	0	0	0	0	0	0	0	0	0	39	75	73	28	215
Level 1 on STAR Math	0	0	0	0	0	0	0	0	0	1	1	1	0	3
	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	128	77	13	11	229

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	173	137	69	9	388
Students retained two or more times	0	0	0	0	0	0	0	0	0	18	30	25	24	97

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				32%	47%	56%	35%	46%	56%
ELA Learning Gains				37%	46%	51%	42%	47%	53%
ELA Lowest 25th Percentile				36%	37%	42%	39%	39%	44%
Math Achievement				32%	43%	51%	33%	44%	51%
Math Learning Gains				39%	45%	48%	41%	42%	48%
Math Lowest 25th Percentile				26%	44%	45%	37%	38%	45%
Science Achievement				51%	58%	68%	74%	65%	67%
Social Studies Achievement				48%	61%	73%	53%	63%	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	33%	45%	-12%	55%	-22%
Cohort Comparison						
10	2021					
	2019	29%	42%	-13%	53%	-24%
Cohort Comparison		-33%				

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	50%	54%	-4%	67%	-17%
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	48%	57%	-9%	70%	-22%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	21%	50%	-29%	61%	-40%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	47%	53%	-6%	57%	-10%

Grade Level Data Review - Progress Monitoring Assessments

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

Our School used STAR assessments for ELA and Math (algebra 1, algebra 1 A, Geometry) and district develop quarterly assessments for ELA, Math, Environmental Science, Biology and US history.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	12	11	30
	Economically Disadvantaged	9	8	27
	Students With Disabilities		8	9
	English Language Learners	8	4	6
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	63	24	37
	Economically Disadvantaged	60	18	21
	Students With Disabilities	100	9	9
	English Language Learners	100	7	15
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 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	8	14	20
	Economically Disadvantaged	5	14	19
	Students With Disabilities	6	12	
	English Language Learners		3	6
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	24	8	7
	Economically Disadvantaged	50	7	7
	Students With Disabilities	50	6	4
	English Language Learners		5	3
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	45	30	28
	Economically Disadvantaged	39	27	26
	Students With Disabilities	17	11	8
	English Language Learners	47	26	26
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	10	13	28
	Economically Disadvantaged	7	6	23
	Students With Disabilities	22	17	11
	English Language Learners		7	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16	9	13
	Economically Disadvantaged	15	8	9
	Students With Disabilities			
	English Language Learners		15	8
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	59	52	44
	Economically Disadvantaged	55	44	36
	Students With Disabilities	42	39	31
	English Language Learners	66	54	45

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			50
	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			

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	12	26	24	13	22	27	18	22		94	13
ELL	8	22	29	5	17	22	24	24		94	35
BLK	17	26	14	8	16	33	33	35		93	39
HSP	21	29	26	14	16	16	38	44		92	52
MUL	10			30						100	80

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	32	24	36	17	20	18	51	49		91	59
FRL	20	26	27	13	16	21	35	39		92	45

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	17	38	37	28	76		38	33		76	30
ELL	7	33	36	14			35	6		70	53
ASN										90	
BLK	18	35	44	16	26	17	35	25		79	37
HSP	29	37	36	29	35	38	51	46		81	56
MUL	42	46		38			46	62		71	70
WHT	43	39	27	48	48	23	61	59		80	79
FRL	26	35	35	28	36	32	45	43		76	56

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	12	38	45	25	48	53	35	38		55	18
ELL	6	32	22	22	50			33		50	47
ASN	50	70									
BLK	21	37	38	22	31	42	67	46		80	51
HSP	35	41	36	32	40	33	74	51		75	65
MUL	48	63		58							
WHT	43	44	39	36	45	43	76	59		78	74
FRL	30	40	36	30	41	40	73	50		73	62

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	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	411
Total Components for the Federal Index	11
Percent Tested	87%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	27
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	30
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	31
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	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	40
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	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Level 1 and 2 Students continue to struggle with meeting the level 3 proficiency requirements on state assessments and district-based progress monitoring. During the 20-21 school year, student attendance for less than 90% of the school days was 33%.

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

Based on 2019 state assessments, 2020 Star data, and district quarterly assessments, both ELA and Math proficiency show a need for improvement. The 2019 state assessment data showed ELA and Math proficiency levels were 32%. STAR Reading in Spring of 20-21 indicated a proficiency of less than 50%, with 11th grade at 28%. STAR Math in Spring of 20-21 indicated a proficiency of less than 27%, with 10th grade at 7%. A review of our ESSA groups, based on 19-20 SIP, data showed that 63% of our Black/African American students scored below the proficiency level, as did 73.5% of our English Language Learners.

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

One contributing factor leading to this need for improvement is attendance; students and teachers attending less than 90% of the of the school year were 33% and 18% respectively while 19-20 the overall rates were 14% and 8%.Additionally, 26% of our English Language Learners and 28% of our Black/African America students attended less than 90% of the school days. Student attendance was impacted by e-learning student attendance and mandated quarantines. Another factor is student discipline showing 309 referrals for 20-21, resulting in 314 suspensions.

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

Overall graduation rates continue to improve, 16-17 at 77.1% to 19-20 at 92.7%. Analysis of our sub-groups ELL student graduation rates rose from 16-17 at 50% to 19-20 at 90.7%. Black/African-American graduation rates rose from 16-17 at 80% to 19-20 at 93.3%.

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

Added ELL after school tutoring for academics and ACT, SAT, PERT testing sessions. Scheduled struggling students into an academic and strategies support course. Tracked all seniors and ensured supports were in place to maintain on track status. Additionally, a credit recovery lab was implemented and a student success coach was added to the school support team.

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

Attendance strategies are needed to encourage students to attend school and remain in class. Intentional analysis of attendance and student performance data with leaders and instructional staff to determine necessary supports. Classroom strategies for engagement need to be implemented to increase knowledge and understanding of standards based materials. Increase placement in advanced courses (DE, Honors, AP). Our school is in need of an academically focused acceleration program to retain high achieving students leaving for IB, Collegiate, or Cambridge.

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.

Standards based instruction aligned with BEST training for ELA and Math teachers.
Training and workshops for advanced curriculum; strategies and implementation. Continued PLCs and implementation of high engagement classroom strategies. Additional trainings and workshops on instructional best practices for ELL and ESE students.

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

Classroom instructional supports and grading practices will be monitored, with trainings to be provided through PLC's to address student retentions and attainment of standards. During the 20-21 school year, 272 students were retained and needed to take credit recovery and/or attend summer school. Reinstatement of the credit recovery instructional unit and the addition of an academically focused acceleration program to retain high achieving students leaving for IB, Collegiate, or Cambridge.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale:	Based on the 2019 state assessment data for English Language Learners 35% of the students meet the proficiency level, which was below the 41% threshold for proficiency.
Measurable Outcome:	Based on the 2022 state assessment data 43% of the English Language Learning students will meet the proficiency level.
Monitoring:	The English Language Learners will complete STAR, district quarterly and Achieve 3000 programs. Data will be reviewed quarterly for progress.
Person responsible for monitoring outcome:	Chauncey Mitchell (chauncey.mitchell@polk-fl.net)
Evidence-based Strategy:	Additional supports in ELA, Math and social studies will be provided including scaffolding, content vocabulary development, graphic organizers, and reading in the content area.
Rationale for Evidence-based Strategy:	Analysis of English Language Learner students' LEP Plans, course grades, quarterly assessments, STAR data, WIDA, District Early Warning System and the MTSS processes indicated that our ELL students lack * supports in Math to improve proficiency on the Algebra 1 assessment. * strategies for reading comprehension to meet proficiency on state and district ELA and FSA assessments.

Action Steps to Implement

Continue ELL support class
Continue after-school tutorial program and providing bi-lingual dictionaries for classrooms/testing (funded by Title III)
Cohort schedule ELL students in Algebra 1, World History, and United States History classes.
Schedule daily ELL paraprofessional support in the Algebra 1, World History, and United States History classes.
Provide professional development increase knowledge of instructional strategies and interventions.
ELL teacher will monitor early warning indicators for identified students and provide support to content area teachers.

Person Responsible	Donna Nicolodi (donna.nicolodi@polk-fl.net)

Laptops, Laptop Carts, and instructional technology will be purchased for student access to necessary instructional technology.
Special activity items and supplies will be purchased to support parent and family engagement activities.

Person Responsible	Tanishia Simpson (tanishia.simpson@polk-fl.net)

#2. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale:	Based on the 2019 state assessment data for the Black/African-American , 33% of the students meet the proficiency level which was below the 41% threshold for proficiency.
Measurable Outcome:	Based on the 2022 state assessment data 43% of the Black/African-American students will meet the proficiency level.
Monitoring:	The Black/African-American students will complete STAR, district quarterly assessments and Achieve 3000 programs. Data will be reviewed quarterly for progress and areas requiring support.
Person responsible for monitoring outcome:	Chauncey Mitchell (chauncey.mitchell@polk-fl.net)
Evidence-based Strategy:	Black/African-American students will be provided instructional reading support using active literacy strategies using texts that are culturally relevant to increase interest level in reading.
Rationale for Evidence-based Strategy:	Analysis of Black/African-American students' course grades, quarterly assessments, STAR data, District Early Warning System and the MTSS processes and national research on strategies to support Black/African-American students indicated that our Black/African-American students require support in interactive literacy strategies and attending school for more than 90% of the year.

Action Steps to Implement

* Professional Development will be provided in active literacy strategies, active listening strategies and relationship development.
* Motivational Speaker for Students and Teachers
* Instructional coaches will support teacher development and guide instructional initiatives.
*Student Success Coach will monitor early warning indicators for identified students and provide support to teachers.
* Provide afterschool instructional support for remediation, grade recovery, and credit recovery.

Person Responsible	Donna Nicolodi (donna.nicolodi@polk-fl.net)

* MTSS team will identify at-risk students; discipline team will use RtI:B platform to determine specific behavior patterns and provide support to teachers.
* Behavioral Interventionist will monitor early warning indicators for identified students and provide support to teachers.
Purchase additional texts through media and Title 1 that are culturally relevant to increase interest level in reading.
*Celebrate student improvements.

Person Responsible	Chauncey Mitchell (chauncey.mitchell@polk-fl.net)

Laptops, Laptop Carts, and instructional technology will be purchased for student access to necessary instructional technology.
Special activity items and supplies will be purchased to support parent and family engagement activities.

Person Responsible	Tanishia Simpson (tanishia.simpson@polk-fl.net)

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.

After reviewing the discipline data of the school and comparing it to the discipline data across the state, property incidents were listed as 18th place out 18 high schools in Polk County and 424th place out of 505 schools in the state, when reviewing the actual number of incidences on SafeSchoolforAlex there were only 2 cited out of the 1563.

The category of Drugs/Public Order Incidents will be the primary area of concern that the school will monitor during the upcoming school year. The reason for this selection as the primary focus is because the school was listed as 7th out 18 high schools in Polk County and 310th place out of 505 schools in the state.

The school culture and environment will be monitored through the lens of discipline data by reviewing the number of office referrals that are written on a weekly basis and specifically tracking the number of Drugs/Public Order Incidents . This data will be used to determine any trends in location, time of day, race, sex, etc. The Behavior Interventionist will also review the Early Warning System to identify students that are frequently receiving discipline referrals. Once these students are identified, the discipline team will develop plans to assist struggling students achieve success by placing a more focused approach on barriers to improved behavior at school.

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.

During the 20-21 school year Lake Region High School hosted several student/parent meetings. These were held virtually. For the 21-22 school year, Lake Region High School is planning a beginning of the year orientation for students and parents to meet with teachers. A Title 1 parent meeting is planned for September. During the year, three parent meetings are held to discuss the academic programs. An academy night is also held in the spring to provide parents a chance to visit the school's career programs. SAC (School Advisory Committee) meetings are held to involve the community along with academy advisory meetings that include the community stakeholders. School counselors conduct student conferences during the year to advise students of their academic progress and in the cafeteria daily, at the

Counselor Corner, during lunches provides students with regular access to guidance services. The Lake Region website provides an electronic access to academic information. School counselors schedule and conduct teacher/parent conferences as requested by teacher or parent. The Lake Region APP provides students and parents with real time information, updates, and connectivity. School Counselors meet with students and parents regarding college advising and financial aid.

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

The teachers, students, and parents are our primary stakeholders. We provide student and family engagement training to our staff, school/community engagement for students early in the year, continuing professional development in active literacy and active listening strategies for teachers across content areas, and frequent data checks and analysis to look for trends and areas for potential adjustments.

Our parent meetings help promote family engagement, relationship building, and improvement of the school culture.

Through the PBIS/MTSS program, we recognize and support positive behaviors while providing ongoing monitoring and training to support reteaching of expectations.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American	$0.00
		Total:	$0.00