Lake Success Academy

2021-22 Ungraded 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

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	No
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)	
School Improvement Rating History	
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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 workplace.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Lake Success Academy is designed to be a short-term academic placement. Staff members focus on providing each student with an opportunity to explore and modify behaviors, attitudes, and skills to achieve personal success in the traditional academic setting. Additionally, Lake Success Academy provides rigorous standard-based instruction which is differentiated to meet the needs of diverse learners. Opportunities for students to read, write, think and talk are incorporated into every classroom, every day.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Byfield, Porshialee	Administrative Coordinator	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.
Pearson, Steven		The Dean tracks suspensions, grades, and testing results. When data indicates a negative pattern of behavior or academic deficiencies, the parent is contacted and a meeting is set up with the teaching team to evaluate deficiencies and determine additional interventions. The Instructional Dean also utilizes classroom learning walk data and school improvement goals to develop and coordinate professional development needs for the staff. He also provides professional development school-wide to support instructional initiatives that align with the school improvement goals. The dean also coordinates health initiatives and protocols in accordance with district guidelines.
Ramphal, Devandra		ESE teachers participate in student data collection, integrate core instructional activities/materials into Tier 3 supplemental instruction, and collaborates with the general education teachers.
Fountain, Yemeako		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

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date
Monday 7/1/2019, Eric Sochocki

Number of teachers with professional teaching certificates?
2

Number of teachers with temporary teaching certificates?
3

Total number of teacher positions allocated to the school.
6

Total number of students enrolled at the school.
15

Identify the number of instructional staff who left the school during the 2020-21 school year.
1

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	1	6	2	3	0	5	17
Attendance below 90 percent	0	0	0	0	0	0	0	1	6	3	2	0	0	12
One or more suspensions	0	0	0	0	0	0	0	1	6	2	3	0	0	12
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	1	5	1	1	0	1	9
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	1	5	1	2	0	0	9
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	5	1	3	0	1	10

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	1	6	2	3	0	0	12

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

Date this data was collected or last updated
Sunday 8/1/2021

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	1	6	2	3	0	5	17
Attendance below 90 percent	0	0	0	0	0	0	0	1	6	3	2	0	0	12
One or more suspensions	0	0	0	0	0	0	0	1	6	2	3	0	0	12
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	1	5	1	1	0	1	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	1	5	0	2	0	0	8

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	1	6	2	2	0	6	17

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

Part II: Needs Assessment/Analysis

Analysis

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

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

As there are no ESSA subgroups identified below the Federal Index threshold at Lake Success Academy, reflection in this area will focus on decreasing the number of students credit and GPA deficient.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

As there are no ESSA subgroups identified below the Federal Index threshold at Lake Success Academy, reflection in this area will focus on decreasing the number of students credit and GPA deficient.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

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.

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

Based on district data trends and the students currently enrolled at LSA, the trends that emerge across grade levels, subgroups and core content areas indicate a deficiency in ELA and Math.

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

At Lake Success, strategies that need to be implemented in order to accelerate learning are:

Increase use of the Instructional Framework

Provide professional learning around Instructional framework

Conduct daily learning walks

Provide learning opportunities for Credit Recovery and GPA improvement.

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.

Professional learning around the following:

Differentiated instruction and the importance of using instructional strategies to effectively plan to deepen learning and meet the needs of all students.

Understanding and effectively implementing the Instructional Framework around purpose, modeling, guided instruction, independent practice, and collaboration.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Lake Success Academy will deliver standards-based instruction using the district's Instructional Framework daily in core content areas with an emphasis on ELA and Math.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	When we implement standards-based instruction using the district's Instructional Framework in all classes, at least 10% of LSA students will achieve learning gains in ELA and Math as evidence by Lake Standards Assessment and FSA data.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored using district-wide quarterly assessments, Adaptive Progress Monitoring (APM), and EWS data
Person responsible for monitoring outcome:	Porshialee Byfield (byfieldp@lake.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	LSA 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.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	If we implement district's instructional framework there will be an increase in ELA and Math proficiency. Using this framework as a guide for teachers to utilize in their planning will ensure that there is an emphasis on focused instruction that leads to effective instructional practices and student achievement.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

School leadership and instructional coach will provide continuous professional learning and job-embedded coaching in the use of effective instructional strategies with a focus on the district's instructional framework.

The administrator, instructional dean, and instructional coach will conduct learning walks daily to monitor the implementation of planned instruction.

Implement student use of classroom libraries by implementing district Framework for reading with conferring for 10 minutes daily in core academics.

Provide site-based professional learning to LSA teachers during the first and third Wednesday of each month to deepen the instructional practice.

Work with Regional Team to provide professional learning opportunities around the Instructional Framework.

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

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

The process for progress monitoring will be the number of credits recovered and the increase in GPA for students placed at LSA.

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By implementing Standard Operating Procedures (SOPs), structured Behavior Modification curriculum, individual and/or group counseling, and Restorative Practices, the number of students with multiple Early Warning Indicators will be reduced by 10%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored using EWS data, behavior level system data
Person responsible for monitoring outcome:	Porshialee Byfield (byfieldp@lake.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	By utilizing EWS data and providing alternative interventions, such as implementing Standard Operating Procedures (SOPs), structured behavior modification curriculum, and Restorative Practices to address student behaviors, LSA will increase engaged behaviors that support a safe and conducive learning environment.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Develop and maintain a "point system" approach to reinforce positive behaviors in middle and high school.

Administrator and teachers will implement Restorative Practices, a philosophy of guiding principles (not a program or specific activity) that sees relationships as central to learning, growth, and a healthy school climate for students and adults.

Students will participate in the Learning to BREATHE Group program to enhance their ability to reach his or her full potential for a successful academic and social experience at LSA

Lake Success Academy will use SOPs to create an orderly, respectful, and predictable school environment

Implement a tiered behavior level system that focuses on the recognition of positive behaviors through rewards, privileges, and incentives.

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

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA

subgroups not meeting the 41% threshold
according to the Federal Index.

#3. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Lake Success Academy serves a very diverse population of students with unique academic needs based on EWS data students enrolled at LSA are performing below grade level proficiency leading to credit and GPA deficient.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The number of students with GPA or credit deficiency will decrease by at least 15% as measured by EWS data.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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. To monitor this, Performance Matters and Skyward grade book reports EWS data will be analyzed by the leadership team.
Person responsible for monitoring outcome:	Porshialee Byfield (byfieldp@lake.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Lake Success Academy will purposely structure the time for intervention and remediation for all student's GPA or credit deficient
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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 deficiencies.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No description entered

Person Responsible	[no one identified]

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 the problem-solving team to review data and use it to make data-based decisions and next steps.

Person Responsible	[no one identified]

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

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.

LSA uses Restorative Practices to promotes positive school culture and enhance pro-social relationships within the school community by using; Community Circles, Check-in, and Check-out Circles. LSA uses Restorative Practices to intervene when harm has occurred, prevent harm and conflict, and build a sense of belonging, safety, and shared social responsibility throughout the LSA school community.
Lake Success has also built a school-home and community partnership that supports a school culture and environment that:
Encourages each student and parent to participate in a one-on-one parent orientation before starting school.
Conduct student and staff surveys twice during the school year to monitor school culture and climate, and environment.
LSA also implements a predictable behavior level system that helps reinforce positive behaviors among students.

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

School leadership team members will be responsible for participating in the enrollment meeting for each student assigned to LSA.

The school administrator will ensure that each teacher and para-professional is trained in Restorative Practices.

Students and parents will participate in a one-on-one parent orientation prior to starting school at LSA.

Teachers will use restorative practices in their classrooms to build a sense of community in their classrooms.