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South Lake High School

15600 SILVER EAGLE RD, Groveland, FL 34736

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

Demographics

Principal: Steven Benson

Start Date for this Principal: 7/1/2016

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)	83%
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 Native American Students* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: C (52%) 2016-17: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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South Lake High School

15600 SILVER EAGLE RD, Groveland, FL 34736

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">67%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">60%</p>

School Grades History

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

School Board Approval

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SIP Authority

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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.

The mission of South Lake High School is to prepare independent, responsible, life-long learners.

Provide the school's vision statement.

South Lake High School is committed to an educational process that fosters independence and responsibility in our students. By offering diverse, challenging academic programs in small learning communities and rich co-curricular activities, South Lake High School strives to provide all students with the skills and knowledge to achieve their potential as life-long learners.

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
Benson, Steve	Principal	Allocations Budget: Discretionary & Internal Curriculum -All Contracts - School Expulsion Hearings Leadership Team Leave Forms – All Staff Morning Announcements Professional Development Public Relations Room Assignments SAI Budget School Advisory Council (SAC) School Messenger-Call Out SIP-Overall School Resource Officer Contact Teacher/Employee Recognition Week at a Glance
Spencer, Michael	Assistant Principal	Discipline: 9th/10th/11th/12th Grade (A-C) Guidance Counselor Pairing: Ms. Googe Assessment Groups: Athletic Trainer, Fine Arts (5), Mathematics (12), ILS, Media Specialist, Custodians (18) Responsibilities: Cambridge AICE Coordinator Flex Time Period – Intervention/Acceleration Athletics – ADs, Boosters, Facilities, Financials Band/Chorus Booster Liaison – Financials/Meetings Copiers Credit Recovery Program (E2020) Math Remediation Scholarship Signings - Athletics School Website/Social Media Technology Textbooks (Support)
Jesaitis, Donna	Assistant Principal	Discipline: 9th/10th/11th/12th Grade (J-M) Guidance Counselor Pairing: Mrs. Bains Assessment Groups: AVID, Social Studies (13), Guidance (5), Mental Health Liaison, VL Facilitator, Data Entry Operators (2), Secretary I (2) Responsibilities: Academic Events - Recognition, College Visits AP & College Board AP Testing

Name	Position Title	Job Duties and Responsibilities
		Eagle Pride Night Homecoming Master Schedule Program Guide – Course Offerings, Honors Criteria Prom SAC Contact Virtual Learning Lab (FLVS, LVS) Yearbook Proofing
Nichols, Linda	Assistant Principal	Discipline: 9th/10th/11th/12th Grade (Sc-Z) Guidance Counselor Pairing: Ms. Stallings Assessment Groups: ESE (16), ESE School Specialists (1.5), Foreign Lang. (3), PASS, ELL/ESE Teacher Assistants (9), Clerical Assistants (4) Responsibilities: ELL Contact Fines List Fundraisers Graduation Juvenile Justice New Teacher Orientation/ Teacher Quality Retention Restorative Practices School Plus/Administrative Detention/PASS/PBS Senior Activities Substitute Contact Vendor Visits Yearbook Proofing Voting – TOY, RTOY, SREOY, VOY
James, Irene	Assistant Principal	Discipline: 9th/10th/11th/12th Grade (D-I) Guidance Counselor Pairing: Mrs. Scheetz Assessment Groups: PE (4), ROTC (2), Science (11), Testing Coordinator, School Nurse, Food Service (10) Responsibilities: Business Partners – Chamber, Ed. Foundation, etc. Cafeteria Operations Clubs/Student Organizations Facility Usage Field Trips Health Coordinator Health Science Collegiate Academy Lead STEM Teen Parent Coordinator Testing (Overall – EOC/FSA/FSAA/SAT) Transportation Volunteers

Name	Position Title	Job Duties and Responsibilities
Thompson, Kevin	Assistant Principal	Discipline: 9th/10th/11th/12th Grade (N-Sb) Guidance Counselor Pairing: Mr. Merrill Assessment Groups:, CTE (11), ELA (14), Reading (4), Responsibilities CTE Industry Certification Testing Freshman Orientation Lockers Middle School Liaison Parking: Student & Staff Radios Safe Schools Coordinator Security Cameras Teacher Supervision Duty Textbooks Transportation (Support) Wellness Leader
Calton, Lora	Instructional Coach	FAIR Testing MTSS Tier 2 & 3 Support Literacy Week Activities Reading Department Chair Instructional Coaching in ELA & Reading New Teacher Support
Shafer, Mandy	Graduation Coach	Graduation Compliance/Student Audits Parent/Student Meetings & Support Graduation Rate Improvement Acceleration Rate Improvement Testing Support

Demographic Information

Principal start date

Friday 7/1/2016, Steven Benson

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.*

1

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.*

6

Total number of teacher positions allocated to the school

109

Total number of students enrolled at the school

1,842

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

6

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

10

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	0	468	474	538	379	1859
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	124	142	158	424
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	15	24	25	64
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	162	223	195	580
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	113	224	234	571
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	78	89	96	69	332
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	29	214	205	102	550
Number of students with a substantial reading deficiency	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	0	0	248	387	303	938

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	0	0	4	2	6	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	40	29	47	116

Date this data was collected or last updated

Wednesday 8/11/2021

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	0	479	441	456	388	1764
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	52	75	86	213
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	32	36	21	89
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	51	94	89	234
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	51	94	81	226
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	209	43	252
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	24	136	44	9	213

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	315	354	329	998

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	0	0	0	43	2	45
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	3	9	9	3	24

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	0	479	441	456	388	1764
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	52	75	86	213
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	32	36	21	89
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	51	94	89	234
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	51	94	81	226
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	209	43	252
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	24	136	44	9	213

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	315	354	329	998

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	0	0	43	2	45
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	9	9	3	24

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				48%	50%	56%	47%	49%	56%
ELA Learning Gains				46%	46%	51%	42%	49%	53%
ELA Lowest 25th Percentile				35%	33%	42%	36%	44%	44%
Math Achievement				43%	44%	51%	49%	50%	51%
Math Learning Gains				54%	45%	48%	49%	47%	48%
Math Lowest 25th Percentile				39%	36%	45%	31%	41%	45%
Science Achievement				65%	68%	68%	61%	65%	67%
Social Studies Achievement				64%	69%	73%	66%	72%	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	44%	47%	-3%	55%	-11%
Cohort Comparison						
10	2021					
	2019	50%	48%	2%	53%	-3%
Cohort Comparison						
		-44%				

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	63%	66%	-3%	67%	-4%
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	63%	67%	-4%	70%	-7%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	31%	52%	-21%	61%	-30%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	47%	49%	-2%	57%	-10%

Grade Level Data Review - Progress Monitoring Assessments

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

Grade 9				
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 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				
	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			
	Number/% Proficiency	Fall	Winter	Spring

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	20	23	20	21	26	29	39	41		84	27
ELL	8	33	39	14	25	21	50	19		94	60
ASN	58	52		40	31		83	72		100	78
BLK	25	28	21	17	27	34	50	51		94	52
HSP	31	32	30	29	24	22	62	53		96	71

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
MUL	58	50		41	44		80	80		94	75
WHT	49	38	30	52	29	21	75	73		94	70
FRL	29	29	23	25	20	25	60	51		94	61
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	19	26	19	17	51	44	37	24		80	18
ELL	13	39	42	18	35	33	25	60		70	
AMI	36										
ASN	51	24		35	43		67	69		100	58
BLK	40	41	36	32	48	43	50	53		85	36
HSP	39	41	30	36	47	41	58	59		84	49
MUL	65	68		50	53		87	71		86	50
WHT	55	52	40	54	62	38	73	69		87	49
FRL	36	39	35	33	41	42	56	55		80	35
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	17	31	27	27	33		21	39		70	24
ELL	10	30	33	18	36			27			
AMI	15	33		40							
ASN	62	64		60	57		65	64		70	
BLK	38	43	31	35	37	25	47	56		71	35
HSP	39	38	38	44	48	37	52	59		73	56
MUL	61	47		55	60		67			65	64
WHT	53	42	30	55	51	31	68	73		78	65
FRL	38	38	34	41	44	29	50	58		66	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	48
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	38
Total Points Earned for the Federal Index	525
Total Components for the Federal Index	11
Percent Tested	96%

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	36
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	64
Asian Students Subgroup Below 41% in the Current Year?	NO
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	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	65
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	
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	53
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	41
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?

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

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

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

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

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

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.

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

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale: Following the last two school years of pandemic impacted teaching and learning, our leadership team has determined that we should focus on the elements of Purpose and Modeling from the district's Instructional Framework. Purpose-Focuses on student learning rather than a task, activity or assignment and must be interesting and relevant. A learner who understands the purpose of a new skill (Purpose/Relevancy) and gets an opportunity to see it executed by an expert (Modeling) is going to grasp the details more thoroughly. Students should not have to guess about the purpose. They should be able to answer: "What are you learning today? Why are you learning this? How will you know that you have learned it?" The learner must also understand the relevancy of the content or skill being learned, specifically: how the information can be used outside the walls of the classroom, involving students directly, and by noting the value of the lesson in becoming an educated member of the community. (The Teacher Clarity Playbook pg. 54-55)

Measurable Outcome: 100% of teachers state the purpose daily in conjunction with what is written on their Common Board Configuration (CBC), explain the "why" to the students, and ensure that students understand how they will know when they have learned/mastered the purpose of the lesson.

Monitoring: Frequent instructional learning walks by administration, with timely feedback provided to teachers. Each administrator will continue to perform at least ten learning walks per week in classrooms.

Person responsible for monitoring outcome: Steve Benson (bensons@lake.k12.fl.us)

Evidence-based Strategy: Ask students three questions related to purpose when conducting learning walks. Provide feedback to the individual teacher about the student responses. Share trends with the faculty on a consistent basis, as gleaned from the learning walk tool responses.

Rationale for Evidence-based Strategy: Understanding the purpose (what, why, how) is fundamental to the learning process and is a key component of the district's instructional framework. Examples, non-examples, and rationales are taken from Doug Fisher and Nancy Frey's book "Better Learning through Structured Teaching".

Action Steps to Implement

No action steps were entered for this area of focus

#2. Culture & Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale: In reviewing the Early Warning Signs data for students, our leadership team has determined that focusing on high expectations for student behavior, supported by positive reinforcement, will lead to higher student achievement and a positive school environment for all. To increase positive and responsible behaviors within our student population, we will continue PBIS, increase the use of Restorative Practice techniques, and enhance PASS and its curriculum, all for the purpose of encouraging students to S.O.A.R. to new heights and thus decrease the amount negative student behaviors, decrease the number of student disciplinary actions, and promote leadership qualities in all students.

Measurable Outcome: 1. With the continuance of PBS, we hope to increase the positive aspect of our school culture by increasing overall student involvement in extracurricular activities, a decrease in student referrals, and an overall increase of our school grade from a "C" to a "B."

2. With a school-wide implementation of Restorative Practices, particularly circles, we hope to increase student community and increase grades and reduce failures across the grade levels, to include raising our graduation rate.
 3. With the enhancement of PASS, we are looking to decrease the number of out-of-school suspensions as well as increase positive behaviors among students who receive referrals worthy of suspension.

Monitoring: PBIS team will meet monthly to review strategies, analyze student discipline data Mrs. Nichols & Mr. Spencer will monitor the incorporation of restorative practices and continue to model them for faculty and staff during meetings.

Person responsible for monitoring outcome: Linda Nichols (nicholsl1@lake.k12.fl.us)

Evidence-based Strategy: 1. Form a PBIS Team, attend summer training, and meet monthly as a team
 2. Continue training and support for the PASS teacher, who will be responsible for running the program with school administration and district support.
 3. Train more teachers in Restorative Practices techniques, to include modeling it within faculty meetings and allowing teachers, during planning time, to observe other classes using the circles in a positive manner.

Rationale for Evidence-based Strategy: By encouraging and rewarding students to increase their levels of self and school pride by being on time to class, being accountable for themselves, and being accountable to others; they will be less likely to engage in negative behaviors, and it will foster a positive culture and climate at our school.

Action Steps to Implement

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:

In reviewing our student achievement data from the 2020-21 school year, it became clear to us that the pandemic had significantly impacted all student achievement, but particularly in the area of learning gains for all students and with students in the lower quartile for both ELA & Math. To increase achievement in ELA & Reading departments school-wide the English/Language Arts department and Reading department will raise the passing rate and student learning gains on the FSA ELA Grades 9 and 10 to meet or exceed state results from the 2020-2021 SY, whichever is higher. Algebra 1 teachers will raise the achievement scores of students by at least 17%, to meet or exceed our school scores from 2018-19. We will meet or exceed the ESSA requirement of greater than 41% proficiency in the target areas of Students with Disabilities, English Language Learners, and Native American students. We will accomplish this goal by utilizing standards-based instructional strategies in our common planning and department meetings, with emphasis on establishing Focused Instruction (purpose, modeling, Think-Alouds, Noticing) in the lessons taught by using Guided Instruction ((Questioning, Prompting, Cueing), Collaborative Learning (Consolidating Thinking with Peers), and Independent Learning (Application of what has been taught) to insure a gradual release of informational responsibility. Areas that need additional reinforcement, reteaching, or individual/group learning opportunities will be addressed through a thirty (30) minute intervention time (Flex Time), four (4) days per week. Teacher classroom projectors in all ELA & Reading classes will be replaced to assist in the implementation of the Study Sync curriculum resources. (SAI Budget item) IXL Math Remediation software will be utilized by all Algebra 1 and Geometry teachers to hone in on specific gaps and skill deficiencies specific to each student (SAI Budget item). AVID Tutors will assist students at least three periods a day with content and skills in ELA & Math (SAI Budget item).

Measurable Outcome:

1. Teachers will be coached on the district's Instructional Framework.
 2. Overall, school-wide ELA Achievement will increase by a minimum of 10% (34% to 44%) in ELA 9, and by 5% (45% to 50%) in ELA 10 to meet or exceed our score from the 2018-2019 SY.
 3. Overall, school-wide ELA Learning Gains will increase by a minimum of 10% (36% to 46%) to meet or exceed our score from the 2018-2019 SY of 53%.
 4. Overall, school-wide ELA Lowest 25% (Lowest Quartile) will increase by a minimum of 7% (28% to 35%) to meet or exceed our score from the 2018-19 SY.
- Overall, Algebra 1 achievement will increase by a minimum of 17% (14% to 31%) to meet or exceed our scores from the 2018-19 SY.
5. Implementation of Study Sync ELA curriculum for all 9th & 10th grade ELA classes, with school administration and district support.
 6. Continue to utilize the Sylvan ACT Prep course as a means of helping our 11th & 12th grade prepare for the ACT & SAT as an alternative for the FSA ELA graduation requirement.

Monitoring:

Mr. Thompson and Mrs. Calton-Zinn will review and brief the leadership team on progress monitoring results (APM, Fair, etc.) and assist the principal with data chats with teachers.

Person responsible for monitoring outcome:

Kevin Thompson (thompsonc@lake.k12.fl.us)

Evidence-based Strategy:

1. Implementation of Focused Learning: A Framework for the Gradual Release of Responsibility (Fisher & Frey)
2. Implementation of Study Sync ELA curriculum in 9th & 10th grade ELA classes, to include support from the district office
3. Continued Implementation of ACHIEVE 3000 in Reading classes
4. Continual support via our Literacy Coach, Lora Calton-Zinn
5. Continual implementation of the Sylvan ACT Prep Course for our 11th & 12th graders
6. Focused support (remediation/acceleration) during intervention time (Flex Time) thirty minutes per day, four days per week.
7. Continued use of IXL software in Algebra 1 and Geometry classes for remediation.
8. Continued use of AVID tutors to assist students in content and skills that they struggle with in ELA & Math.

Rationale for Evidence-based Strategy:

Based on the success the Focused Instruction model has experienced in the San Diego Unified School District where Doug Fisher teaches, our district has adopted this framework county-wide as a means of increasing student achievement. The Study Sync curriculum has also been adopted by the district and is being implemented at the 9th and 10th grade levels as a means of increasing student achievement on state assessments. ACHIEVE 3000 has been used for several years within the district and is being continued.

Action Steps to Implement

No action steps were entered for this area of focus

#4. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

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.

Formed a Guiding Coalition, representative of our student population, to monitor access in order to improve academic, extra-curricular, and social opportunities for all students. Created a school data picture, in alignment with the recommendation by Dr. Anthony Muhammad, to guide the monthly work of the coalition. Engaging our SAC in the same focus of access and opportunity for all students.

Introduced a Positive Behavior System (PBIS) to promote desired behaviors while equipping students to make positive choices.

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

- Linda Nichols - Assistant Principal
- Emma Latorre - Teacher
- Eric Leitner - Teacher
- Mandy Shafer - Graduation Resource Facilitator
- Melanie Googe - Guidance Counselor
- Andrew Raber - Teacher
- Justine Graeff - Mental Health Liaison

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$20,661.20
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	15000-TRANSFERS	0701 - South Lake High School	Other		\$2,000.00

			<i>Notes: AVID Tutor (\$10/hr)</i>			
	5100		0701 - South Lake High School	Other		\$9,000.00
			<i>Notes: IXL Software</i>			
	5100		0701 - South Lake High School	Other		\$9,661.20
			<i>Notes: ELA/Reading Classroom Projectors</i>			
4	III.A.	Areas of Focus: -- Select below --:				\$0.00
					Total:	\$20,661.20