

Lake County Schools

South Lake High School



2022-23 Schoolwide Improvement Plan

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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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
2021-22 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	2021-22: C (49%) 2018-19: C (53%) 2017-18: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI

* 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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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C	C	C	C

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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 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Benson, Steve	Principal	<p>Assessment Groups: Assistant Principals (5) Bookkeepers (2) AICE Coordinator ELL Resource Teacher Graduation Resource Facilitator Literacy Coach School Secretary</p> <p>Allocations Athletic/Band/Chorus Boosters 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 Substitute Coordinator Teacher/Employee Recognition Week at a Glance</p>
Jesaitis, Donna	Assistant Principal	<p>Discipline: 9th/10th/11th/12th Grade (J-M) Guidance Counselor Pairing: Mrs. Bains Assessment Groups: Foreign Lang. (3), Social Studies (13), Guidance (5), Mental Health Liaison, VL Facilitator, Data Entry Operators (2), Secretary I (2), Guidance Clerical Assistant</p> <p>Responsibilities: Academic Events - Recognition, College Visits AP & College Board AP Testing Homecoming Master Schedule Program Guide – Course Offerings, Honors Criteria Prom SAC Contact Virtual Learning Lab (FLVS, LVS)</p>

Name	Position Title	Job Duties and Responsibilities
Nichols, Linda	Assistant Principal	<p>Discipline: 9th/10th/11th/12th Grade (Sc-Z) Guidance Counselor Pairing: Ms. Stallings Assessment Groups: ESE (16), ESE School Specialists (1.5), PASS, PE (4), ELL/ESE Teacher Assistants (8), Clerical Assistants (5)</p> <p>Responsibilities: ELL Contact Fundraisers Graduation Juvenile Justice New Teacher Orientation/ Teacher Quality Retention Restorative Practices School Plus/Administrative Detention/PASS/PBS Senior Activities Vendor Visits</p>
James, Irene	Assistant Principal	<p>Discipline: 9th/10th/11th/12th Grade (D-I) Guidance Counselor Pairing: Mrs. Scheetz Assessment Groups: Athletic Trainer, Fine Arts (5), ROTC (3), Science (11), Testing Coordinator, School Nurse, Food Service (10)</p> <p>Responsibilities: Athletics – ADs, Boosters, Facilities, Financials Business Partners – Chamber, Ed. Foundation, etc. Cafeteria Operations Field Trips Health Coordinator Health Science Collegiate Academy Lead Scholarship Signings - Athletics Teen Parent Coordinator Testing (Overall – EOC/FSA/FSAA/SAT) Transportation (Lead) Volunteers</p>
Thompson, Kevin	Assistant Principal	<p>Discipline: 9th/10th/11th/12th Grade (N-Sb) Guidance Counselor Pairing: Mrs. Desir Assessment Groups: CTE (11), Mathematics (13), Custodians (18)</p> <p>Responsibilities: CTE Industry Certification Testing Flex Time Period – Intervention/Acceleration Freshman Orientation Middle School Liaison Parking: Student & Staff Radios Safe Schools Coordinator Security Cameras Teacher Supervision Duty</p>

Name	Position Title	Job Duties and Responsibilities
		Textbooks (Lead) Wellness Leader
Flynn, Caitlin J.	Assistant Principal	Discipline: 9th/10th/11th/12th Grade (A-C) Guidance Counselor Pairing: Ms. Googe Assessment Groups: AVID, ILS, Media Specialist, ELA (14), Reading (5) Responsibilities: Clubs/Student Organizations Copiers Credit Recovery Program (E2020) Facility Usage Fines List Lockers School Website/Social Media Technology Textbooks (Support) Transportation (Support) Voting – TOY, RTOY, SREOY, VOY
Calton, Lora	Instructional Coach	LSA Contact 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 2022 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 2022 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.*

11

Total number of teacher positions allocated to the school

118

Total number of students enrolled at the school

2,171

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

12

Identify the number of instructional staff who joined the school during the 2022-23 school year.

12

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	647	550	575	397	2169
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	252	194	270	140	856
One or more suspensions	0	0	0	0	0	0	0	0	0	73	56	54	18	201
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	301	301
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	306	306
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	116	110	156	67	449
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	25	146	152	47	370
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have 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	355	317	373	164	1209

Using current year data, complete the table below with the number of students identified as being "retained.":

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	2	0	0	1	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	5	0	1	6

Date this data was collected or last updated

Friday 8/26/2022

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	468	474	538	379	1859
Attendance below 90 percent	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	15	24	25	64
Course failure in ELA	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	113	224	234	571
Level 1 on 2019 statewide FSA ELA assessment	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	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

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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	40%	45%	51%				48%	50%	56%
ELA Learning Gains	43%						46%	46%	51%
ELA Lowest 25th Percentile	28%						35%	33%	42%
Math Achievement	31%	33%	38%				43%	44%	51%
Math Learning Gains	38%						54%	45%	48%
Math Lowest 25th Percentile	43%						39%	36%	45%
Science Achievement	51%	38%	40%				65%	68%	68%
Social Studies Achievement	62%	41%	48%				64%	69%	73%

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

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
2022					
2019	63%	66%	-3%	67%	-4%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	63%	67%	-4%	70%	-7%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	31%	52%	-21%	61%	-30%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	47%	49%	-2%	57%	-10%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	20	28	17	24	43	46	32	48		92	29
ELL	10	31	30	9	41	50	18	44		80	19
ASN	45	52		38	39		69			100	69
BLK	27	39	27	17	38	42	32	46		96	42
HSP	37	42	30	27	34	40	50	60		95	50
MUL	37	45		29	47		47	67		100	69
WHT	47	45	25	43	42	46	59	67		96	68
FRL	30	38	23	24	36	47	42	57		94	53
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
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	536
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	59
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	0
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%	0
White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Last year, our 10 grade students struggled significantly on all of the state assessments, showing decreases from the prior year's students in ELA 10 (-8 points), Geometry (-20 points), and Biology (-17 points). However, our 9th grade students showed increases in ELA 9 (+6 points) and Algebra 1 (+18 points) from the prior year's students.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

- ELA 10
- ELA Learning Gains for the Lowest Quartile
- Geometry
- Biology
- Students with Disabilities
- English Language Learners
- Acceleration

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

Significant learning loss from COVID-19 illnesses and quarantines.

Focus on improving student attendance and decreasing a dependence on using Google Classroom as the sole source of learning.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

ELA 9
Algebra 1
ELA Learning Gains
Math Learning Gains
Math Learning Gains for the Lowest Quartile
Graduation Rate

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

Strong core instruction
Systems in place for monitoring

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

Get back to what has worked before: high expectations, on grade-level assignments and tasks, collaborative learning opportunities, reading/writing/thinking/talking every day

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.

Establishing a Clear Vision
Collaborative Learning
PLC structures, guiding questions
Building relationships with students and staff
Use of Intervention Block

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

To be Determined

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to Attendance

Area of Focus
Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Regular school attendance is extremely important to ensure academic success. Regular school attendance is the only way a student will learn the material necessary to successfully complete course requirements and be promoted to the next grade. One of the critical early warning indicators for the lack of student success is high absence rates.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students can have no more than 9 unexcused absences per quarter, this includes full day absences as well as truancy issues from classes.

Daily attendance calls are made to families via the phone messaging system.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

The data clerk will create a spreadsheet that tracks student attendance starting at 5 unexcused absences. This spreadsheet will be shared with school counselors and administrators. Calls and/or emails will be sent to the parents/guardians to make them aware of the importance of attendance.

Students with concerning attendance issues will be excluded from extra-curricular activities.

Person responsible for monitoring outcome:

Donna Jesaitis (jesaitisd@lake.k12.fl.us)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Early warning system indicators.
 Guide teachers in designing relevant and interesting lessons that engage and motivate students across all disciplines including core courses such as ELA, mathematics, science, social studies, and electives such as career and technical education courses, fine and performing arts, foreign languages, etc.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

After COVID in 2020- 2021, attendance in schools decreased drastically as did student achievement. It is critical to return to pre-pandemic attendance requirements.
 Student engagement is critical to improving attendance at school. Improving our facilities, enhancing the equipment in all academic classrooms, creating engaging and relevant lessons, and building relationships with students can be some of the many ways that students feel a sense of belonging, excitement for learning, and pride in their school.

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.

Attendance spreadsheet created and updated every 2 weeks.

Person Responsible Donna Jesaitis (jesaitisd@lake.k12.fl.us)

Administrators address attendance issues, specifically when dealing with disciplinary issues and upon receiving the Attendance spreadsheet.

Person Responsible Steve Benson (bensons@lake.k12.fl.us)

In addition, the Division of Highway and Motor Vehicles may suspend the driver's license of any student considered habitually truant, defined as those students with 15 or more unexcused absences within 90 calendar days. Data clerk monitors and verifies the attendance.

Person Responsible Donna Jesaitis (jesaitisd@lake.k12.fl.us)

#2. Positive Culture and Environment specifically relating to Conduct and Behavior

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 of negative student behaviors, decrease the number of student disciplinary actions, and promote leadership qualities in all students.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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:
Describe how this Area of Focus will be monitored for the desired outcome.
 PBIS team will meet monthly to review strategies, analyze student discipline data Mrs. Nichols 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:
Describe the evidence-based strategy being implemented for this Area of Focus.
 1. Monthly meetings with the PBIS and PASS Teams.
 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
 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

Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

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

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.

Monthly meetings with the PBIS and PASS Teams to review and discuss the strategies that are working and the ones that will need to be improved.

Provide trainings to teachers, so they are knowledgeable about Restorative Circles and the benefits of their use.

Model the implementation of CIRCLES in the classrooms and monitor their implementations.

Person Responsible Linda Nichols (nicholsl1@lake.k12.fl.us)

#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.

In reviewing our student achievement data from the 2021-22 school year, we have started to close the learning gap in some areas that were created from the pandemic, but there are some areas of concern that still need to be addressed, which are learning gains for all students and with students in the lower quartile for both ELA & Math. We also want to continue the learning gains in the areas for ELA and Math that went up in 2021-2022 school year. This includes our subgroups, as we break down data within the larger groupings and assess how each subgroup's needs can be better met. With the use of the B.E.S.T. Standards, attention to specific standards and the skills they address will be a major focal point in this baseline year of the new F.A.S.T. testing platform.

Additionally, students are further behind than ever in their quest to meet graduation requirements. For 11th and 12th grade students that still need to meet testing requirements for graduation, specific resources and strategies in ACT/SAT prep for reading and mathematics are needed to provide them with targeted support and multiple opportunities for concordant scores. Additional summer learning and summer testing opportunities will be provided to at-risk students.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

To increase achievement in ELA & Reading departments school-wide the English/ Language Arts department and Reading department will raise the passing rates using the old FSA scores as a "baseline" of sorts from which to build. In doing so, our target goals are to increase the overall pass rate of ELA 9th grade by ten (10) percentage points. In 2021-22, our ELA 9th grade pass rate was 40%. Therefore, we are targeting a pass rate of 50% for the 2022-23 SY. In ELA 10th grade, the pass rate for the 2021-22 SY was 37%.

Therefore, we will target a pass rate of 47% for the 2022-23 SY. Also, for both grade levels for learning gains, we will target a gain from 43% in the 2021-22 SY to 53% in the 2022-23 SY. For the Lower quartile learning gains, we will set the target at 41%, which is a 13% increase from the overall mark set in 2021-22 (28%), thus bringing us into compliance with ESSA guidelines.

In the Math department during the 2021-22 SY, our Algebra 1 teachers saw a significant increase in proficiency from 14% in 2020-21 to 32% in 2021-22. We will target this category with a 10% increase, making our goal 42% in the 2022-23 SY. Our Geometry teachers saw a significant decrease in 2021-22 (20%). Our target is to get back to our previously level of 48%, which would be a 20% increase. For Math overall learning gains, we will target a percentage rate of 48%, which is a 10% increase from the 2021-22 SY. Our lowest quartile numbers in 2021-22 finalized at 43%. We will target a rise of 10% to 53% in 2022-23 SY.

Monitoring: Describe how this Area of Focus will be monitored for the

The graduation rate at SLHS has improved every year since 2016 (74%) to 2021 (96%). Last year, the rate dropped to 92% due to students experiencing significant learning loss, various learning options, etc. throughout the 2+ years of the COVID-19 pandemic. Our goal for 2023 will be to increase the graduation rate back to 96% or above.

Administrators will be conducting ten (10) classroom walkthroughs a week, to observe teaching and student learning, while at the same time, giving teachers real-time feedback on the observations made. The literacy coach will be stopping in classrooms to observe and support teacher efficacy, and quarterly data chats will be held by administration with each grouping of subjects during their planning period. PLCs, both at the subject grouping level each week and departmentally each month, will be held to help teachers align teaching and discuss strategies best suited for their students. Flex Time will be implemented twice a week for acceleration and/or remediation purposes, to help students accomplish academic needs (acceleration) or obtain help for areas of struggle

(remediations).

desired outcome.

Administrators and academic coaches will track the progress of at-risk juniors and seniors weekly, while ensuring that both teachers and students have the resources they need to be successful in attaining the required concordant ACT/SAT scores.

Person responsible for monitoring outcome:

Caitlin J. Flynn (flynnc@lake.k12.fl.us)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

All students and subgroups will accomplish this goal by teachers utilizing standards-based instructional strategies in our common planning and department meetings, with an 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. Also, a pre-pandemic emphasis on reading, writing, thinking, and talking, by students, in the classroom every day will be a major focus.

For students in the upper grades in need of concordant scores for ACT/SAT, we will utilize funding sources to cover the cost of the ACT NR test for those at-risk for graduation, so that the barrier of exam fees can be removed. For teachers in the ACT/SAT prep classes, we will purchase additional grammar consumables at their request to target skill deficiencies. To provide for additional credit recovery and testing requirement opportunities for at-risk students, we will utilize funding sources to provide clerical staffing for summer school. The additional clerical staff member will be utilized to communicate with parents regarding the summer testing schedule, convey information regarding summer learning opportunities, and to support teacher, student, and parent/guardian needs during summer learning hours.

For students in Geometry, we will utilize funding sources to renew our subscription for the iXL math software to gain additional practice and provide for targeted remediation.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

These strategies, emphasizing Focused Instruction, Guided Instruction, Collaborative Learning, and Independent Learned worked in the months and years leading up to the pandemic. Our school was positioned to be a "B" school for the first time in a very long while, and then the pandemic hit. We are focused on getting back to how it was before the pandemic, academically speaking.

Due to significant COVID-19 learning loss, we will be providing as many opportunities as possible for students to meet the graduation requirements for credits, grade point average, and testing. Additional resources (grammar consumables) and credit/testing opportunities (ACT NR, Summer Learning, etc.) will enable students to dramatically increase the amount of credits earned and concordant testing scores met to earn a high school diploma.

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.

Share this strategy with all stakeholders to include students, parents (SAC), and faculty/staff.

Monitor implementation through learning walks, data analysis, and meetings with staff and students.

Utilize SAI budget funds to provide for the iXL math software renewal, grammar consumables for ACT/SAT prep classes, clerical support for summer learning opportunities, and testing fees for the ACT NR school day assessment.

Person Responsible [no one identified]

#4. 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.

Following the last three school years of pandemic impacted teaching and learning, our leadership team has determined that we should focus on the elements of Purpose and Collaborative Learning 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 is provided frequent opportunities to work collaboratively through grouping that facilitates practicing and deepening knowledge (Collaboration) is going to grasp the details more thoroughly and demonstrate a deeper understanding of the content and skills. 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:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

100% of teachers state the purpose daily in conjunction with what is written in their lesson plans or google classroom, 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:
Describe how this Area of Focus will be monitored for the desired outcome.

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:
Describe the evidence-based strategy being implemented for this Area of Focus.

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:
Explain the rationale for selecting this

Understanding the purpose (what, why, how) is fundamental to the learning process and is

specific strategy. Describe the resources/criteria used for selecting this strategy.

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

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 action steps were entered for this area of focus

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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, social (and emotional growth) 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 (Engage) 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. (Incorporate resources such as: restorative circles, discipline ladder, administrative detention/Wednesday School, PASS, Pep Rallies, Eagle Pride Night, and Freshman Orientation.)

(Initiate social contracts in the classroom which incorporates student and teacher collaboration regarding classroom procedures.)

(Provide a remedial/acceleration block (Flex Time) for students to receive intervention or enrichment of their choice, or the areas most needed on a weekly basis.)

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

- Linda Nichols - Assistant Principal
- Kristy Carroll - Teacher
- Eric Leitner - Teacher
- Mandy Shafer - Graduation Resource Facilitator
- Melanie Googe - Guidance Counselor
- Andrew Raber - Teacher

Justine Graeff - Mental Health Liaison
Brant Pawlowski - Teacher