Lake County Schools

Lake Success Academy

2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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.

All student at Lake Success Academy are student alternatively placed for disciplinary issues. All students at Lake Success Academy including SWD may receive individualized counseling to address their unique behavioral needs to help maximize their chances for educational success. Students at Lake Success Academy may also engage in small group counseling once a week to develop and practice social and emotional coping skills.
Lake Success Academy is also a full Restorative Practices School where all students and staff participate daily in community circles to build and strengthen relationships among staff and students. Restorative Practices is also used to create a positive school culture by promoting pro-social relationships within the school community among staff and students. Restorative Practices is also used that build and sustain a culture of respect, responsibility, and accountability.

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	Principal	The role of the principal at Lake Success Academy is to establish and maintain a positive, effective learning environment, build a cohesive team, and 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 and 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; frequently meets with Instructional Dean, School Counselor, and Instructional Coach to monitor students' 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.
Fountain, Yemeako	School Counselor	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
Brickmeier, Kaleigh	Instructional Coach	Provides professional development school-wide to support literacy efforts that align with the school improvement goals; Facilitates planning in all core academic area with alignment to standards and site-based instructional initiatives; Conducts weekly classroom learning walks to provide timely feedback and support to teachers; and collaborates with administration conducting professional development and coaching.
Ramphal, Devandra	Other	ESE teachers participate in student data collection, integrate core instructional activities/ materials into Tier 3 supplemental instruction, and collaborates with the general education teachers
Pearson, Steven	Dean	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.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information

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

Total number of students enrolled at the school.
25

Total number of teacher positions allocated to the school.
7

Number of teachers with professional teaching certificates?
7

Number of teachers with temporary teaching certificates?
0

Number of teachers with ESE certification?
4

Identify the number of instructional staff who left the school during the 2021-22 school year.
3

Identify the number of instructional staff who joined the school during the 2022-23 school year.
3

Demographic Data

Early Warning Systems

2022-23

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	2	1	3	10	4	21
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	1	1	1	0	6	1	10
Course failure in ELA	0	0	0	0	0	0	0	1	1	1	0	4	0	7
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	1	1	0	6	0	9
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	1	1	1	0	6	0	9
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	1	2	1	3	10	4	21

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

Date this data was collected or last updated
Tuesday 8/9/2022

2021-22 - 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	2	1	3	10	4	21
Attendance below 90 percent	0	0	0	0	0	0	0	1	2	1	2	11	0	17
One or more suspensions	0	0	0	0	0	0	0	1	2	2	3	7	0	15
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	1	2	0	0	9
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	5	1	3	5	1	15

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

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		64%	55%					68%	61%
ELA Learning Gains								63%	59%
ELA Lowest 25th Percentile								56%	54%
Math Achievement		44%	42%					70%	62%
Math Learning Gains								65%	59%
Math Lowest 25th Percentile								54%	52%
Science Achievement		65%	54%					59%	56%
Social Studies Achievement		66%	59%					83%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
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					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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
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
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

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

Part III: Planning for Improvement

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 related to the Areas of Focus?

The leadership team will conduct learning walks daily to monitor the implementation of the district wide framework. Learning walk data was reviewed weekly in the leadership meeting and weekly planning meeting. EWS data was also reviewed monthly along with district wide assessment data.

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 students 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 teacher knowledge on differentiating instructions
Implement a schedule that provides multiple opportunities for students to recover credits.

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

Professional learning around the following:
Differentiated instruction and the importance of using instructional strategies to plan to effectively 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

Areas of Focus:

#1. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	With high expectations, Lake Success Academy will deliver standards-based instruction using the district's Instructional Framework in student collaboration daily in all content areas with an emphasis on ELA and Math. Lake Success Academy serves a very diverse population of students with unique academic needs, and as a result, a significant number of students are performing below grade level proficiency. If we emphasize standards-based instruction by implementing the district's Instructional Framework around student collaboration, then there will be an increase in proficiency in ELA and Math. Additionally, if we ensure all classrooms have high-interest reading material, students will have the opportunity to improve their reading proficiency in all content areas.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With high expectations, Lake Success Academy will deliver standards-based instruction using the district's Instructional Framework in the area of student collaboration daily in all content areas with an emphasis on ELA and Math. Lake Success Academy serves a very diverse population of students with unique academic needs, and as a result, a significant number of students are performing below grade level proficiency. If we place emphasis on standards-based instruction through the implementation of the district's Instructional Framework around student collaboration, then there will be an increase in proficiency in ELA and Math
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The leadership team will conduct learning walks daily to monitor the implementation of the framework around student-to-student collaboration. Learning walk data will be reviewed weekly in the leadership meeting and weekly planning meeting
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 implement, monitor, and support the district's instructional framework for intentional teaching to increase students' performance in ELA and Math. Lake Success will also focus on formative assessments that will enable the leadership team to make instructional adjustments during planning and revise professional learning opportunities throughout the school year. To monitor this strategy, Lake Standards Assessment quarterly assessment data, lesson plans, Performance Matters data, and learning walk data will be analyzed by the leadership team weekly
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 the district's instructional framework with a focus on standards-based instructions 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 standards-based instructions 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.

No action steps were entered for this area of focus

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.	Learning walks will be conducted daily, and the data will be reviewed with the leadership to determine school wide trends around student-to-student collaboration.

#2. Other specifically relating to Positive School Culture

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 15%

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.

If we implement, monitor, and support structured behavior intervention system, then there will be a decrease in negative student behavior that impacting academic progress.

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.

Utilize 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)

1. 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.
2. The leadership team will conduct learning walks daily to monitor the implementation of planned instruction.
3. Implement student use of classroom libraries by implementing district framework for reading with conferring for Intensive Reading and ILA.
4. Provide ongoing support to implement Reading, Writing, Thinking, Talking daily.
5. Ongoing PLC's to review formative assessment data.
6. Site-based professional learning to LSA teachers, first and third Wednesday of each month to deepen instructional practice around standards-based instruction and the district Instructional framework.

7. 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.

#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.

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   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.

Lake Success Academy will monitor the number of credits earned or recovered as well as the student's progress to increase GPA to 2.00 or better.

#4. -- Select below -- specifically relating to	
Area of Focus Description and Rationale: 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.

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

Person responsible for monitoring outcome:	[no one identified]

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

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.

No action steps were entered for this area of focus

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.

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

N/A

Positive Culture & Environment
A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.
PBIS linked to classroom management strategies

Describe how data will be collected and analyzed to guide decision making related to the selected target.

All students at Lake Success Academy including SWD may receive individualized counseling to address their unique social and emotional needs to help maximize their chances for educational success. Students at Lake Success Academy may also engage in small group counseling once a week to develop and practice social and emotional coping skills. Lake Success Academy is also a full Restorative Practices School where all students and staff participate daily in community circles to build and strengthen relationships among staff and students. Restorative Practices is also used to create a positive school culture by promoting pro-social relationships within the school community among staff and students. Restorative Practices is also used that build and sustain a culture of respect, responsibility, and accountability. Title I PART D Funds will be used to provide Lake Success Academy students including SWD and teachers with supplemental academic and behavioral resources and to prevent student dropout and meet individual student academic and behavioral goals

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

The Administrator and teachers reach out to local businesses for participation in the school's business partners programs. Teachers and the administrator use multiple strategies to contact families, including but not limited to: (
1) Contact families prior to the start of school to welcome the students to the new school year.
(2) Each student and parents participated in a one on one parent orientation prior to starting school.
(3) Provide access to school grades, progress monitoring data, and other relevant achievement information, through the LCS Skyward Family Access Portal.
(4)Ensure students show evidence of "owning their data" and scheduling student-led conferences.
(5) Lake Success Academy will provide when practical, information to parents in their native language. Staff members fluent in other languages are available to assist our non-English speaking families

Describe how implementation will be progress monitored.

This area of focus will be monitored using EWS dat which will be reviewed monthly . Data will also be collected using students' progress on behavior level system data. This data will be reviewed to determine if student are making progress toward the desired and targeted behavior.

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.

Action Step	Person Responsible for Monitoring
Use of Restorative Practices daily Group and individual counseling daily Use of behavior modification curriculum Use of school-wide Standard Operating Procedures (SOP) Develop a "point system" approach to reinforce school-wide. Positive behaviors. Implement a tiered behavior level system which focuses on recognition of positive behaviors through rewards, privileges, and incentives. Develop a schedule for the problem-solving team to review data and use it to make data-based decisions and next step	Byfield, Porshialee, byfieldp@lake.k12.fl.us