

Polk County Public Schools

Lake Region High School



2022-23 Schoolwide Improvement Plan

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Lake Region High School

1995 THUNDER RD, Eagle Lake, FL 33839

<http://www.lakeregionthunder.com/>

Demographics

Principal: Amy Hardee

Start Date for this Principal: 6/1/2022

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	Yes
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)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2021-22: D (39%) 2018-19: C (44%) 2017-18: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	CSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

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	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	77%

School Grades History

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

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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
Hardee, Amy	Principal	<p>Amy Hardee, Principal: Sets the vision for Lake Region High School through shared discussions along with providing instructional leadership, as well as planning, coaching and monitoring for instructional staff. Supervises the development and maintenance of a strong infrastructure, ensures that the school-based team implements protocols with fidelity, conducts assessments of school staff, ensures implementation of intervention support with fidelity, facilitates and participates in professional learning, develops a school-wide culture of expectation, ensures resources are assigned to the areas with most need, and communicates with all stakeholders. Supports a leadership protocol where decision-making is shared among the five administrators through specific, assigned distributive leadership roles and responsibilities. This includes shared responsibility for providing planning, coaching, monitoring, and evaluating instructional staff, as well as modeling appropriate practices and providing a safe and orderly environment. Directly oversees the English and Mathematics Departments, Support Staff, and Administrative Team, as well as School/Community Relations, Finance & Budgeting, Safety Response, Staffing and Teacher Evaluation alignment.</p>
Patterson, LaSabra	Assistant Principal	<p>Dr. LaSabra Patterson, Assistant Principal of Curriculum: Works to ensure curriculum is implemented with fidelity and appropriate materials are provided for teachers to ensure student engagement and warrant an equivalent experience. Serves to plan, coach, and monitor instructional practices for assigned areas of distributive leadership. Assists in providing a common vision for the use of data-based decision making, models the problem-solving process. Designs and implements progress monitoring, data collection, and data analysis, as well as provides maintains processes for scheduling, standardized assessment and implementation monitoring. Oversees the Reading Department, Social Studies Department, World Languages Department, as well as Professional Learning, FTE protocols, Media Services, and the grading system.</p>
Ambrose, Angie	Assistant Principal	<p>Angie Story, Assistant Principal of Curriculum: Assists in providing a common vision for the use of data-based decision making, models the problem-solving process; assists in the design and implementation for progress monitoring, data collection, and data analysis. Coordinates graduation coach tasks to ensure students are on track for graduation and ensure teachers provide student engagement and equivalent experience, as well as serves to plan, coach, and monitor instructional practices for assigned areas of distributive leadership. Develops and maintains a strong infrastructure of graduation, college, and career resources to further assist the principal to ensure students graduate with a standard high school diploma and a pipeline to their next step. Oversees the Guidance Department, Art Department, as well as Student Success Coaches, Paraprofessionals, ELL Programs, ESE Services, and student activities & recognitions.</p>

Name	Position Title	Job Duties and Responsibilities
Lambert, Seth	Assistant Principal	Seth Lambert, Assistant Principal of Administration/Head of Schools: Assists in various ways to provide a common vision for the use of data-based decision making, as well as planning, coaching and monitoring for specific content areas' instructional practices. Works to ensure curriculum is implemented with fidelity and appropriate materials are provided for teachers to ensure student engagement, as well as to plan, coach, and monitor instructional practices for assigned areas of distributive leadership. As Head of Schools, coordinates district and industry activities for all Career Academies. Communicates regularly with parents and district support staff concerning student attendance concerns. Oversees the Career & Technical Education Department and all Elective Departments, as well as Title I, Health Services, Volunteer Programs, and school-wide processes for student attendance, identification badges and incentives.
Mitchell, Chauncey	Assistant Principal	Chauncey Mitchell, Assistant Principal of Administration: Assists in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources, maintains facilities, and custodial operations; and further assists the principal to ensure the school is safe and orderly to foster a sound learning environment. Communicates with parents. Works to maintain discipline, behavior intervention and safety protocols and to ensure a safe and orderly environment. Ensures curriculum is implemented with fidelity and appropriate materials are provided for teachers to ensure student engagement, as well as to plan, coach, and monitor instructional practices for assigned areas of distributive leadership. Oversees school-wide Discipline Department, Science Department, and Physical Education Department, as well as MTSS/SBRT/RtI, all security protocols, and duty assignments.
Ross, Ariel	Dean	Ariel Ross, Dean of Students: Provides service for student discipline and facilities maintenance. Works to ensure order to allow learning to take place. Oversees the maintenance of discipline process/record-keeping, parent communication, student investigations and student transportation. Works directly with the Assistant Principal of Administration and School Resource Deputy to ensure a safe and orderly environment.
Thomas, Curtis	Dean	Curtis Thomas, Dean of Students: Provides service for student discipline and facilities maintenance. Works to ensure order to allow learning to take place. Oversees the maintenance of discipline process/record-keeping, parent communication, student investigations and student transportation. Works directly with the Assistant Principal of Administration and School Resource Deputy to ensure a safe and orderly environment.
Farese, Helen	School Counselor	Helen Farese, Professional School Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional,

Name	Position Title	Job Duties and Responsibilities
		behavioral, and social success. Serves as Lead Counselor/Guidance Department Chair, promoting all counseling and secondary scholastic services.
Conoly, Cyntia	School Counselor	Cyntia Conoly, Professional School Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.
Moreno-Valenzuela, Erica	School Counselor	Erica Moreno-Valenzuela, Professional School Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.
Campbell, Carrie	School Counselor	Carrie Campbell, Professional School Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success. Serves as College & Career Coordinator, promoting all aspects of college and career preparation and advancement.
Barrand, Angela	Administrative Support	Angela Barrand, LEA Facilitator: Coordinates and facilitates activities in Exceptional Student Education (ESE). Participates in student data collection, integrates core instructional activities/materials/instruction in tiered interventions, supervises inclusion education teachers, collaborates with general education teachers, oversees Individual Education Plan (IEP) compliance, student IEP maintenance, and student testing waivers.
Yerkes, Kyle	Administrative Support	Kyle Yerkes, Literacy Coach: Facilitates literacy operations to manage student needs and provide professional learning and coaching support to teachers regarding Reading in the content areas and all aspects of literacy. Provides modeling and coaching cycle sessions for Category I Teachers and those identified by administrator with specific needs.
Ferriolo, Dawn	Administrative Support	Dawn Ferriolo, Mathematics Coach: Facilitates Math Department operations to manage student needs and provide professional learning and coaching support to teachers regarding all aspects of Math. Provides modeling and coaching cycle sessions for Category I Teachers and those identified by administrator with specific needs.
Perez, Emelia	Administrative Support	Emelia Perez, Student Success Coach: Facilitates literacy operations to manage student needs and provide academic development and coaching

Name	Position Title	Job Duties and Responsibilities
		support for students toward meeting graduation requirements and all aspects of academic achievement.
Bien-Aime, Veronica	Administrative Support	Veronica Bien-Aime, Student Success Coach: Provides ongoing student support for at-risk students related to multiple pathway options. Communicates regularly with Attendance Administrator regarding student attendance concerns and school-wide interventions.
Flores, Robin	Administrative Support	Robin Flores, Network Manager/Technology Coach: Develops and brokers technology necessary to manage and display data for various educational processes. Provides professional learning and technical support to teachers, staff, and students regarding data management, graphic display and overall technology systems management and maintenance. Works closely with the Head of Schools to plan and implement One-To-One Rollout. Oversees school-wide IT processes, teacher technology coaches, ID badge processing, school newsletter production, and social media account management.
Chase, Rachel	Administrative Support	Rachel Chase, Testing Coordinator: Facilitates all aspects of test coordinating, management and operations to meet student needs. Provides support for teachers and students regarding all testing protocols. Collaborates with the testing administrator to create school-wide testing protocols and scheduling. Works closely with the network manager for device maintenance and distribution.
Doyle, Danielle	Administrative Support	Danielle Doyle, Media Specialist: Facilitates all aspects of Library Services & Media Operations to manage teacher and student resource needs. Provides classroom support for teachers regarding all content areas and all aspects of college and career development.

Demographic Information

Principal start date

Wednesday 6/1/2022, Amy Hardee

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.*

0

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

80

Total number of students enrolled at the school

1,503

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

30

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

18

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	0	416	422	314	295	1447
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	156	146	125	129	556
One or more suspensions	0	0	0	0	0	0	0	0	0	0	53	49	30	18	150
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	127	189	117	56	489
Course failure in Math	0	0	0	0	0	0	0	0	0	0	129	154	54	29	366
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	45	50	0	0	95
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	60	74	0	0	134
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	16	30	20	63	129
	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	166	200	174	114	654	

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	85	117	53	15	270	
Students retained two or more times	0	0	0	0	0	0	0	0	0	14	44	34	0	92	

Date this data was collected or last updated

Monday 7/11/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	298	258	159	6	721

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	92	123	57	10	282
Students retained two or more times	0	0	0	0	0	0	0	0	0	18	30	19	20	87

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	298	258	159	6	721

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	92	123	57	10	282
Students retained two or more times	0	0	0	0	0	0	0	0	0	18	30	19	20	87

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	26%	41%	51%				32%	47%	56%
ELA Learning Gains	36%						37%	46%	51%
ELA Lowest 25th Percentile	32%						36%	37%	42%
Math Achievement	13%	35%	38%				32%	43%	51%
Math Learning Gains	30%						39%	45%	48%
Math Lowest 25th Percentile	49%						26%	44%	45%
Science Achievement	33%	26%	40%				51%	58%	68%
Social Studies Achievement	32%	39%	48%				48%	61%	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	50%	54%	-4%	67%	-17%
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	48%	57%	-9%	70%	-22%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	21%	50%	-29%	61%	-40%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	47%	53%	-6%	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	14	35	34	12	42	63	24	16		89	26
ELL	6	32	29	12	36	57	22	16		80	30
BLK	21	28	24	6	29	50	23	30		89	30
HSP	24	38	30	12	30	50	31	25		92	45
MUL				17							
WHT	36	37	42	20	31	42	44	43		87	59
FRL	23	34	31	12	28	49	32	28		87	46
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	12	26	24	13	22	27	18	22		94	13
ELL	8	22	29	5	17	22	24	24		94	35
BLK	17	26	14	8	16	33	33	35		93	39
HSP	21	29	26	14	16	16	38	44		92	52
MUL	10			30						100	80
WHT	32	24	36	17	20	18	51	49		91	59
FRL	20	26	27	13	16	21	35	39		92	45
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	17	38	37	28	76		38	33		76	30
ELL	7	33	36	14			35	6		70	53
ASN										90	
BLK	18	35	44	16	26	17	35	25		79	37
HSP	29	37	36	29	35	38	51	46		81	56
MUL	42	46		38			46	62		71	70
WHT	43	39	27	48	48	23	61	59		80	79
FRL	26	35	35	28	36	32	45	43		76	56

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)	CSI
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	18
Total Points Earned for the Federal Index	405

ESSA Federal Index	
Total Components for the Federal Index	11
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
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	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	17
Multiracial Students Subgroup Below 41% in the Current Year?	YES

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1
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	44
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	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

The lowest 25th percentile for ELA (+7) and Mathematics (+28) both had gains. ELA had gains overall with an increase in every school grade component. Declines in achievement were noted in Mathematics (-1), Science (-9) and Social Studies (-12).

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

Social Studies Achievement (-12) and Science Achievement (-9) demonstrated 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?

New actions will include focus on literacy in the content area and standards alignment; provide teacher trainings and PLC refreshers with common assessments/continued progress monitoring and fidelity checks.

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

Mathematics achievement for the lowest 25th percentile showed the greatest gains; increased by 28.

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

New actions will include ensuring all students are scheduled appropriately with scholastic records reviews completed, ESE testing waivers inserted no later than one week after receiving EOC failing scores during the junior year, and incorporating weekly admin PLCs and common planning sessions.

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

Implementation of standards alignment and literacy in the content areas across the board with fidelity, as well as regular progress monitoring after students receiving differentiated standards aligned instruction that provides equivalent experience for assessing state benchmarks.

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

- *Standards alignment training with intentional focus on Social Studies benchmarks
- *Promote Literacy strategies in the content area; vocabulary, reading comprehension/critical thinking, and writing to learn Social Studies content
- *Provide professional learning opportunities for support teachers on using literacy strategies; maintain student-led literacy focus - possibly including a book of the month/contests/other student incentives for achievement

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

- *Continued Progress Monitoring, continued teacher supports/training/standards alignment
- *Student tutoring/push-ins/pullouts
- *Focus on providing equivalent experience for students

Areas of Focus

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

:

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

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Cultivate building a culture of continuous improvement that enhances active cognitive engagement and critical thinking where students will improve in academic proficiency through the integration of focused implementation of literacy in content areas, effective remediation, and support for instruction in teaching the state benchmarks/standards, industry standards, and college dual enrollment standards; including various modalities of responses to intervention and other supports to increase student learning, growth and retention of learning.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>Empower teachers and students through improving instructional support, literacy, core instruction & leadership practices:</p> <ul style="list-style-type: none"> *Increase proficiency from 26% to 32% in ELA *Increase proficiency from 13% to 20% in Mathematics *Increase proficiency from 33% to 38% in Science *Increase proficiency from 32% to 37% in Social Studies
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Monitoring will be completed through various means, including:</p> <p>Progress monitoring in content areas, including ELA/Reading for STAR and District Writing Assessment</p> <p>Teacher crafted common assessments for grades 9/10 ELA</p> <p>Academic Coach crafted common assessments for grades 9/10 Reading</p> <p>Small group intervention for retakers with ACT/SAT support, pushin/pullout support</p> <p>Small group followup and targeted support in ELA/Mathematics/Science/Social Studies</p> <p>Incorporating use of manipulatives and increased technology in Mathematics</p> <p>Use of targeted support through labs and experiments in Science</p> <p>School-wide structured writing workshop implementation in ELA/Social Studies</p> <p>Incorporate district support and interventions as needed while using district and other effective resources</p>
Person responsible for monitoring outcome:	<p>Amy Hardee (amy.hardee@polk-fl.net)</p>
Evidence-based Strategy: Describe the evidence-based	<p>LRHS will Incorporate literacy strategies in core content areas since students benefit from ongoing instruction and practice in English Language Arts/Mathematics/Science/Social Studies that enable them to meet the demands of college, career, and good citizenship which all require literacy proficiency. Incorporating strategies to ensure all students develop high levels of literacy requires making a concerted/coordinated effort to improve students' proficiency as readers, writers, and critical/creative thinkers which makes</p>

strategy being implemented for this Area of Focus. possible increased student achievement in all content areas, which leads to higher graduation rates. LRHS has a focus to teach students how to transfer literacy skills across all content areas strategically, analytically, and fluently when confronted with advanced texts/problem-solving. In multiple studies/policy reports, literacy or the lack of literacy has been closely linked to dropout rates, discipline issues, grades, employability, college success, and civic participation. If a student struggles as a reader/writer, it is nearly impossible to succeed academically.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. By planning, implementing, and troubleshooting standards-based literacy improvement efforts that meet the needs of all students, LRHS can improve student achievement in core content areas, as a systemic literacy improvement effort can be a powerful lever for school improvement. The Rationale for a School-wide Focus on Literacy provides summary evidence that schools that improve literacy and learning have a better chance of graduating greater numbers of students who are active learners/proficient readers/fluently writers. LRHS prioritized instructional practice around standards-aligned literacy to organize for action around literacy as a central theme in all content areas and to help provide equivalent experience for students as they prepare for standardized testing. Strong research evidence shows increases in graduates, engagement by students and teachers, and test scores as key outcomes when literacy instruction is effective. A sustained focus on literacy can be used to ensure students are prepared to meet their future with success.

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. Provide support for All Content Areas
 - A. Infuse curriculum rich vocabulary;provide visual references inside the learning environment
 - B. Provide student assistance;checkin-checkout/mentoring/pullout/push-in using Tutors/Intervention Subs;sheltered classrooms/peer support role models
 - C. Professional learning opportunities during weekly PLCs
 - D. Literacy Team assistance to improve literacy
 - E. Conduct accountability checks/rigor walks/observations and train on standards alignment
 - F. Common planning with modeling/support by coaches/administration
2. Provide support for ELA:
 - A. Focus on Writing Plans to support standards instructional alignment
 - B. Review how to use Achieve3K platform/resources to improve literacy; increase volume of books/novel sets
3. Provide support for Mathematics:
 - A. Provide coaching assistance/modeling
 - B. Manipulatives to improve understanding of math concepts/increase proficiency
4. Provide support for Science:
 - A. Provide coaching assistance/modeling of 5E instructional practices
 - B. Student hands-on lab experiences to improve understanding of science concepts/increase proficiency
5. Provide support for Social Studies:
 - A.
 - B. Incorporate workshops/trainings;increase resources

Person Responsible Amy Hardee (amy.hardee@polk-fl.net)

#2. Positive Culture and Environment specifically relating to Student Engagement/College & Career Readiness

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

Lake Region High School nurtures a school environment that focuses on career readiness for all students while increasing stakeholder involvement with the school community to improve student engagement and integrate effective support for career preparation and rigorous instruction to increase college & career readiness through teaching state standards, entry level college standards, and industry certification standards intertwined within acceleration programs and strategies to help increase rigor and students' critical thinking abilities. In addition, the designated College & Career Counselor oversees schoolwide activities for students to become more aware of opportunities beyond high school and to develop post-secondary plans for continued success in their future, including recognition of workplace safety and disciplinary protocols, soft skills activities, Reach Higher College & Career Planning pursuits/recognitions, and school-wide branding to increase awareness. Activities include but are not limited to Lunch-Learn Counselor Corner Sessions, one-on-one counseling, small group lessons, workshops, safety drills and participation in district-wide virtual or other field trips, as well as various career-related activities during Reach Higher Week and other college and career awareness activities.

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

Increase the number of students participating in college and career preparation activities, including enrollment in advanced placement (AP), dual enrollment (DE) and career & technical education (CTE) courses, as well as attend college visits following the tenets of an early-college high school for increasing students' career readiness and requiring safety protocols within the school culture for all individuals to wear ID badges at all times with disciplinary measures enforced for those out of compliance. Help students gain more ownership of their learning through authentic engagement in the learning and career preparation process, as well as the correlation of their learning and modeling of safety protocols in school to those expected in the workplace and higher learning institutions.

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

Monitoring will be done to track participation in noted areas for student participation, stakeholder involvement, and enrollment numbers. Other feedback can be gained through surveying those involved. Tracking can also be maintained of student ID badges and discipline-related data.

Person responsible for monitoring outcome:

LaSabra Patterson (lasabra.patterson@polk-fl.net)

Evidence-based Strategy: Describe the evidence-based

Family and community engagement is an important component for student success. The engagement of families/community members in the education of our children creates a positive bond between home and school. Lake Region High School plans for various activities yearly to engage all stakeholders to aid in the process of effectively educating our youth. LRHS provides acceleration opportunities for students that directly relate to College & Career Readiness which includes exposure to college beginning in ninth grade. The

strategy being implemented for this Area of Focus. Education Commission of the States Database defines that early college high schools include at a minimum one semester of transferable college credit and collaborative partnerships among key leaders who are accountable for student success. LRHS provides these components, as well as curriculum articulation agreements with post-secondary institutions and opportunities for advanced placement credit and industry certifications as evidence-based practices supporting college and career readiness, early college high school expectations, increased outcomes, and support services.

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

The rationale for making student engagement a priority and involving parents, families and community members reverts back to the concept that it takes a village to raise a child. By also addressing external factors that affect student learning, we can better help them engage in collaborate learning processes. As a community school, LRHS encompasses what the Coalition for Community Schools promotes, Every Child Deserves Every Chance, and how they define the type of school LRHS is becoming: Partnerships between school and community with an integrated focus on academics, youth development, family support, social services/community development, as it reaches families and community stakeholders through its uniquely equipped programs based on student need to develop an educated citizenry. Also to strengthen family and community while ultimately providing for students a standard diploma and plan for a pipeline to their next step. Marzano research provides strong evidence to this effect.

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.

For College & Career Readiness:

1. Help students become career ready; provide College & Career Lab activities/workshop, presentations by professionals, awards recognition, senior pinning Destination Ceremony, Signing Days, and local college visits/guest speakers
2. Maintain a system to get all students on a track to graduate and pursue a pathway to a career; increase course offerings in AP/DE/CTE; ACT/SAT/AVAB prep and multiple pathway options for at-risk students
3. Develop PBIS/MTSS Plan implementation with fidelity for attendance and discipline
4. Incorporate Peer/Adult Mentoring, Student Leadership Programs
5. CTE/Academy testing preparation and resources; field trips, advisory boards and shadowing experiences--provide transportation, student/chaperone admissions; increase technology; One-to-One Rollout
6. Support student transitions; utilize Student Success Coaches, School Counselors, CTE instructors and Title I-funded personnel to make connections
7. Improve ID badge protocols
8. Improve parent communication using technology, USPS, social media, Schoology

Person Responsible Seth Lambert (seth.lambert@polk-fl.net)

For Student Engagement:

1. Communicate with stakeholders through various means of technology; improve social media presence, digital newsletter
2. Incorporate student-leadership for collaborative school and community activities
3. Enhance student promotion and representation of Lake Region School through campus organizations, Student Government/Student Leadership mentoring/reading programs and community service
4. Provide Parent & Family Engagement activities through events, focused special activities (ex. academic seminars, college prep & FAFSA workshops, parent & student resources, parent

- & student supplies, and guest speakers for specific content, including workshops
5. Build teacher capacity to provide hands-on experience and develop student critical thinking to apply concepts; provide internal professional learning
 6. Provide Tutor/Intervention Sub push-in/pull out tutoring and mentoring; extended learning opportunities by teachers/tutors, adult and student peer mentors
 7. Allow for student shadowing opportunities at local businesses/with business partners
 8. Incorporate more school-to-community and community-to-school activities
 9. Enhance the use of instructional frameworks to increase student engagement/autonomy

Person Responsible LaSabra Patterson (lasabra.patterson@polk-fl.net)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Develop and implement structures to provide targeted support for English Language Learners (ELL) and African American (AA) students for continuous improvement to directly address subgroup components being below 41%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Provide additional supports for ELL and AA students to gain better proficiency on state testing and improve literacy as evidence of increased engagement and development of higher order thinking. *Increase ELL student proficiency from 35% to 41% *Increase AA student proficiency from 33% to 41%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring will be done through Administrative planning and reviews with Literacy Coach, Success Coaches and LEA Facilitator, fidelity checks after scheduled workshops/trainings/ related PLCs, follow-ups with intervention subs and other staff work with at-risk, and general protocols to review all structures implemented to support ELL/AA learners for continuous improvement.
Person responsible for monitoring outcome:	Angie Ambrose (angie.ambrose@polk-fl.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Provide additional supports for ELL and AA students to gain better proficiency on state testing and improve literacy as evidence of increased engagement and development of higher order thinking.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The strategy was based on our most recent ESSA data which identifies our ELL and AA subgroups as in need of improvement, therefore these student groups have been made a priority.

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.

For ELL/AA Students:

1. Hire Kelly Services intervention Subs/recruit community volunteers to support at-risk ELL and AA students through push-in/pullout academic interventions, attendance tracking and social supports; incorporate mentor pairing
2. Provide after school extended learning opportunities for ELL and AA students; look into providing after hours transportation
3. Provide additional ELL/AA teacher training and professional learning opportunities; use FDLRS and other district training and other resources as needed; provide subs
4. Add additional staff and/or volunteers to assist students

Person Responsible

Amy Hardee (amy.hardee@polk-fl.net)

For ELL Students:

1. Add supplemental paraprofessionals to work with ELL students providing academic support and intervention

2. Provide peer and adult mentoring opportunities for ELL students
3. Provide teacher and paraprofessional professional learning opportunities for ELL training; ensure school support and district support available for teachers
4. Create sheltered classrooms for ELL students, peer support role models, and academic support/tutors
4. Hire a bilingual intervention sub to assist with push-in support activity
5. Offer opportunities for staff to learn Spanish and other foreign languages spoken by students/families
6. Increase bilingual resources to aid ELL students in content areas
7. Increase the Federal Percent of Points Index for English Language Learners from 35 to 41 by end of school year 2023

Person Responsible

Angie Ambrose (angie.ambrose@polk-fl.net)

For AA Students:

1. Provide PCPS Diversity Training for teachers, including those who push-in to academic courses to provide needed assistance for AA students
2. Provide district resources and support for teachers/support staff/paraprofessionals
3. Add SEL media center resources and training for teachers specific to working with AA students
4. Make available additional supports as they come available, such as Drumbeats, group counseling, other training, etc...
5. Increase the Federal Percent of Points Index for African American students from 33 to 41 by end of school year 2023

Person Responsible

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

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.

Lake Region High School addresses building a positive school culture and environment through providing numerous opportunities throughout the year to engage parents and families in learning about high school programs during informational sessions at school. Stakeholders may attend open house, orientation, and parent nights to learn more about graduation requirements, college readiness, and accelerated programs. They also read our various means of digital communication with information posted on the school's website and on school social media accounts to stay updated. School and community resources are shared with parents through phone calls, conferences, information sessions, mailouts, Schoology, automated phone messenger, school website & social media accounts. In addition, CTE career academy programs, promotes stakeholder involvement through academy advisory boards which are comprised of business partners, post-secondary partners, teachers, parents and students that meet throughout the school year and through community involvement and contracted services provided through iMAGINATION Inc. Academy. Other active promoters of our positive school culture include campus organizations, like Junior Reserve Officer Training

Corps, Future Farmers of America, National Honor Society, and Key Club which all represent the school by providing services within the community and providing opportunities for students to network and function as student leaders in the greater Polk County, as well as sports team members, cheerleaders, and other student leaders.

Lake Region High School continually reaches out to community stakeholders to gain & sustain support and resources necessary to help increase student achievement. This includes regular activity with local government, area Chamber of Commerce and civic organizations. Intentional efforts are also being made to increase our social media presence and to increase student mentoring opportunities to help address issues with high absenteeism, discipline, and addressing ESSA subgroups. Additional specific activities include parent/community nights, welcoming guest speakers, Freshman Footsteps, High School 101, Tech Night, Senior Transition Night, FAFSA/Financial Aid Workshops, Club and Sport Banquets, College & Career Week, College Signing Days, College/Career/Military Pinning Ceremony, Great American Teach-In and Academy Pinning Ceremonies, among others.

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

Local stakeholders and partnering programs that collaborate with Lake Region High School to support student engagement and family involvement to promote a positive culture and environment include:

- *Badcock--donations
- *City Government--school-wide supports as needed
- *HEARTH--homeless student services and support
- *Polk State College--dual enrollment support and services; CTE/Academy networking opportunities; Academy Advisory Board members; Freshman Footstep Tours; Great American Teach-In support, classroom speakers
- *Hillsborough Community College--Great American Teach-In support
- *Florida Southern College--Freshman Footstep Tours; Great American Teach-In support
- *Florida Polytechnic University--Freshman Footstep Tours; Great American Teach-In support
- *Southeastern University--dual enrollment services and support; Freshman Footstep Tour; Great American
- *Hunting Learning Center--tutoring/test prep services, Great American Teach-In support, orientation
- *Inspired Ambitious Young Believers (IAYB) & Lee Amos--school-wide mentoring services, student incentives sponsor, Great American Teach-In support
- *Lakeland Police Department--Great American Teach-In support
- *Polk County Sheriff's Department--Great American Teach-In support
- *Lea Wheeler Dentistry--student shadowing
- *Learning Resource Center--tutoring/test prep/college and career services; Great American Teach-In support; Title I Parent Night support, orientation
- *LRHS School Advisory Council--school-wide support
- *LRHS Career Academy Advisory Boards--academy support and advisory, guest speakers
- *Mosaic--Great American Teach-In support, donations
- *Chamber of Commerce--school-wide supports as needed; business collaboration supports
- *FFA Alumni Group--FFA and Agriculture Department support as needed
- *Kiwanis Club--school-wide and Key Club supports as needed
- *Local businesses--student incentive donations
- *PCPS Migrant Program--migrant students services and support
- *Polk Board of Commissioners EOD Rep--Great American Teach-In support, classroom speakers
- *Polk County Sheriff's Department--Daily School Resource Deputy services and support; Great American Teach-In support
- *Publix--Academy Advisory Board support, Teach-In support
- *Volunteers--various supports and services

See the Title I Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.