

Alachua County Public Schools

Professional Academy Magnet At Lofton High



2022-23 Schoolwide Improvement Plan

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Professional Academy Magnet At Loften High School

3000 E UNIVERSITY AVE, Gainesville, FL 32641

<https://www.sbac.edu/loften>

Demographics

Principal: Kristopher Bracewell

Start Date for this Principal: 8/23/2021

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)	50%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (64%) 2018-19: A (66%) 2017-18: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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 Alachua 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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3000 E UNIVERSITY AVE, Gainesville, FL 32641

<https://www.sbac.edu/loften>

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	50%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Prepare Professionally, Advance Academically, Model Maturity

Provide the school's vision statement.

A vital community united as the premier provider of career and technical education.

We believe that the Professional Academies Magnet at Lofton High School is a place where every student:

- * is known by name
- * can belong to a group and be part of something special
- * wants to come to school because he or she is involved in doing important things
- * is motivated to achieve at high levels in all program clusters
- * has his/her needs met by a staff that works as a united team
- * experiences the connection between community and school

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
Bracewell, Kristopher	Principal	<ul style="list-style-type: none"> -Supervise the operation and management of all school activities and functions at the assigned school. -Provide leadership in the development and delivery of all educational programs. -Manage and administer the accreditation program for the assigned school. -Develop a plan for short and long-range instructional and facility needs. -Utilize current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to the improvement of instruction and student performance. -Coordinate program planning with the district instructional staff. -Interview and recommend personnel for employment. -Assume responsibility for student suspensions in accordance with board policies and statutes. -Manage and supervise the school's financial resources, including the preparation and disbursement of the school's budget and internal accounts. -Manage and supervise the school's athletic and student activity programs including the selection of club sponsors and coaches, approve all school-sponsored activities, and maintain a calendar of all school events. -Provide leadership in the school improvement process and the implementation of the school improvement plan. -Demonstrate proactive leadership and effective management skills to motivate and gain the commitment of staff to facilitate task accomplishment.
Jones, Angela	Assistant Principal	<ul style="list-style-type: none"> -Assist the principal in the administration and supervision of secondary school operations. -Assume administrative responsibility for the school in the absence of the principal. -Develop master schedule for all students and teachers. -Develop a master schedule for all students. -Assist in the development of the school curriculum and implement county and state guidelines. -Monitor ESE program for compliance with state and federal guidelines and statutes. -Evaluate course offerings to determine if student needs are considered and met. -Assist with the administration of all testing programs. -Assist principal with interviews and selection of personnel. Assist Principal in developing personnel assignments and duty rosters. -Supervise facilities and grounds operation. -Supervise extracurricular activities. -Supervise assigned personnel, conduct annual performance appraisals and make recommendations for the appropriate employment action. -Represent the district in a positive and professional manner and demonstrate support for the school district and its goals and priorities.

Name	Position Title	Job Duties and Responsibilities
Gano, Jill	School Counselor	<p>Plan and develop guidance programs based on the developmental needs of students, needs assessments, and school and district priorities.</p> <ul style="list-style-type: none"> -Establish short and long-range plans based on student needs as well as school, district, and state priorities. -Communicate goals and services of the counseling programs to school administration, staff, students and parents. -Review, evaluate and select a variety of materials to support a well-balanced counseling program. -Establish and follow procedures for appropriate intervention in accordance with school, district, and state laws, rules, and policies. -Demonstrate knowledge of theories, techniques, and instruments used for assessments. -Evaluate counseling program objectives including using feedback from students, parents, and staff.
Moore, Dawn	Dean	<ul style="list-style-type: none"> -Assist administration as an additional resource for classroom management and appropriate student behavior, and provide teacher inservice as needed. -Collaborate with students, parents, school staff, and other appropriate persons to assist in meeting students' needs. -Provide accurate and timely information to parents and students about the academic and behavioral performance of students. -Recognize overt indicators of student distress or abuse and take an appropriate intervention, referral or reporting actions. -Supervise students at all times to ensure a safe and orderly environment
Fayo, Raymond	Teacher, Career/ Technical	<ul style="list-style-type: none"> -Plan, prepare, and conduct a variety of learning activities considering students' learning styles and special needs in order to enhance the application of critical, creative and evaluative thinking capabilities of students. -Select, develop, modify and/or adapt materials, technology and resources to support learning objectives and address students' learning styles and special needs. -Create or select goals and objectives for unit and daily plans based on a review of district and state curriculum priorities, student profiles and instructional priorities. -Identify specific intended learning outcomes which are challenging, meaningful and measurable. -Apply principles of learning and effective teaching in instructional delivery. -Maintain academic focus by using a variety of motivational techniques. -Provide quality work for students which is focused on meaningful, relevant and engaging learning experiences. -Sequence content and activities appropriately. -Maintain instructional momentum with smooth and efficient transitions from one activity to another. -Provide instruction on safety procedures and proper handling of materials and equipment. -Assist students in assessing, interpreting and evaluating information from multiple

Name	Position Title	Job Duties and Responsibilities
Pearl, Chris	Teacher, K-12	<p>Plan, prepare, and conduct a variety of learning activities considering students' learning styles and special needs in order to enhance the application of critical, creative and evaluative thinking capabilities of students.</p> <ul style="list-style-type: none"> -Select, develop, modify and/or adapt materials, technology and resources to support learning objectives and address students' learning styles and special needs. -Create or select goals and objectives for unit and daily plans based on a review of district and state curriculum priorities, student profiles and instructional priorities. -Identify specific intended learning outcomes which are challenging, meaningful and measurable. -Apply principles of learning and effective teaching in instructional delivery. -Maintain academic focus by using a variety of motivational techniques. -Provide quality work for students which is focused on meaningful, relevant and engaging learning experiences. -Sequence content and activities appropriately. -Maintain instructional momentum with smooth and efficient transitions from one activity to another. -Provide instruction on safety procedures and proper handling of materials and equipment. -Assist students in assessing, interpreting and evaluating information from multiple sources. -Encourage self-assessment by students and assist them in developing plans for improving their performance, as appropriate.

Demographic Information

Principal start date

Monday 8/23/2021, Kristopher Bracewell

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.*

3

Total number of teacher positions allocated to the school

18

Total number of students enrolled at the school

274

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

4

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

3

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	84	71	70	49	274	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	13	19	8	4	44	
One or more suspensions	0	0	0	0	0	0	0	0	0	4	4	5	0	13	
Course failure in ELA	0	0	0	0	0	0	0	0	0	4	3	2	0	9	
Course failure in Math	0	0	0	0	0	0	0	0	0	6	10	7	0	23	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	17	12	14	0	43	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	16	0	0	0	16	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	17	12	14	0	43	
	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	21	15	16	0	52

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	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 8/23/2022

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	79	76	53	60	268	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	11	0	0	0	11	
One or more suspensions	0	0	0	0	0	0	0	0	0	4	0	0	0	4	
Course failure in ELA	0	0	0	0	0	0	0	0	0	15	0	0	0	15	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	11	0	0	11	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	18	0	0	18	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	12	0	0	12	
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	0	0	20	0	0	0	20

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	1	2	2	2	7	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

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	79	76	53	60	268	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	11	0	0	0	11	
One or more suspensions	0	0	0	0	0	0	0	0	0	4	0	0	0	4	
Course failure in ELA	0	0	0	0	0	0	0	0	0	15	0	0	0	15	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	11	0	0	11	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	18	0	0	18	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	12	0	0	12	
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	0	0	20	0	0	0	20

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	1	2	2	2	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	55%	58%	52%				65%	59%	56%
ELA Learning Gains	56%	51%	52%				59%	52%	51%
ELA Lowest 25th Percentile	39%	33%	41%				49%	39%	42%
Math Achievement	52%	48%	41%				63%	54%	51%
Math Learning Gains	55%	47%	48%				57%	54%	48%
Math Lowest 25th Percentile	63%	41%	49%				64%	48%	45%
Science Achievement	88%	65%	61%				80%	68%	68%
Social Studies Achievement	72%	72%	68%				72%	75%	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					

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	81%	66%	15%	67%	14%
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	71%	71%	0%	70%	1%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	50%	56%	-6%	61%	-11%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	96%	48%	48%	57%	39%

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	26	46	33	28	50	60	72	43			
BLK	40	56	53	31	54	58	76	44		100	44
HSP	52	42		47	44		93				
WHT	68	63		66	61		93	86		92	78
FRL	39	49	42	36	45	60	84	38		97	61
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	24	31	18	29	43	54					
BLK	31	35	33	18	23	40	46			89	41
HSP	37	56		40	14						
WHT	81	65		57	35		89	93		100	77
FRL	48	48	29	27	27	50	75	85		88	43

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	16	37	36	35	50			30			
BLK	41	46	18	41	62		47	56		95	16
HSP	76	71		55							
MUL	50			80							
WHT	72	59	50	70	57	56	94	93		100	74
FRL	55	48	47	59	56	58	75	59		92	48

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)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	642
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
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	56
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	56
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	76
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	55
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?

Bottom quartile students are made primarily of African American students. Targeting both of these subcategories will help support SIP goals that will be later discussed.

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

Bottom quartile and the traditionally underrepresented groups such as ESE and African American students.

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

Lack of skills and content knowledge needed for grade-level success. students who score level 1 or 2 on most previous ELA and math state assessments will be scheduled in all-year academic courses for English I, II, and Alg 1. Formative assessments will be conducted in the fall term class to establish a baseline for all students. Teachers will be trained on the RTI process and interventions.

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

Science, US History, and Geometry all saw great levels of success in recent EOC results.

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

Instructional practices that promote engagement, data collection and analysis, assessment development that aligns to state-standard item specification, and high expectations.

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

Strategies that promote engagement, data collection, analysis, and assessment development that align with state-standard item specifications and high expectations. LHS teachers continue to develop coherent, focused, and high-rigor instruction that aligns with the state framework. The ELA and math subject area often challenges teachers to develop real work connections, but often where these real-world connections are most necessary to build skills and knowledge for a student

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.

Building relationships, clear standards based on learning objections, and implementation of BEST standards. CORE strategies are included in every faculty meeting, learning walks, and team meeting to discuss best practices and individual student needs.

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

Regular progress monitoring allows teachers to have a clear picture through collected data that helps determine what a student is understanding and the areas they need further instruction. FAST/EOC

type assessments scheduled throughout the year paint a picture of the instructional framework needed moving forward.

Areas of Focus

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

:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Students identified with a disability are currently achieving 45%. which is only 4% above the ESSA standard or 41%
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase student achievement in this area to at least 50% proficiently in standardized FAST and EOC assessments
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	504 and IEP plan development, monitoring, meeting, and Support Facilitation.
Person responsible for monitoring outcome:	Angela Jones (jonesal@gm.sbac.edu)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	SWD will be scheduled in year-long and /or year-long math for an 80-minute period for both fall and spring terms. They will also be scheduled in a Learning strategies resource class during the term they take English.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Students will be scheduled in all-year academic courses. Formative assessments will be conducted in the fall term class to establish a baseline for all students. Teachers will be trained on the RTI process for interventions.
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.	
Students will be scheduled in all year academic courses. Formative assessments will be conducted in the fall term class to establish a baseline for all students. Teachers will be trained on the RTI process for interventions.	
Person Responsible	Angela Jones (jonesal@gm.sbac.edu)

#2. 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.

Students identified in the lowest Quartile based on 21-22 data.

Measurable Outcome:

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

Students identified in the LQ based on 21-22 data will see at least one level increase from ELA FAST Progress Monitoring one (PM1) to Progress Monitoring three (PM3).

Monitoring:

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

Students will be monitored by evaluation of 9 weeks' grades in comparison with other students. School and county assessments will also be monitored to evaluate the need for additional academic support.

Person responsible for monitoring outcome:

Kristopher Bracewell (bracewellk@gm.sbac.edu)

Evidence-based Strategy:

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

-These students will be scheduled in smaller classes in year-long mathematics and ELA.
-After-school tutoring will be offered to provide more opportunities to support students.

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

Loften seeks to expand new methods of differentiated instruction and program access that meet the needs of all learners. These students should not experience a gap in instruction on the block schedule

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.

Students will be scheduled in all-year academic courses. Formative assessments will be conducted in the fall term class to establish a baseline for all students. Teachers will be trained on the RTI process for interventions.

Person Responsible

Angela Jones (jonesal@gm.sbac.edu)

#3. Positive Culture and Environment specifically relating to Equity and Diversity**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The achievement gap among white and black students in math is 25% and 28% in ELA.

Increase participation of African American Students in Advanced and Accelerated Courses and Programs

Measurable Outcome:

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

Reduce the achievement gap in ELA from 28% to 20% by raising the performance of African American students. Reduce the achievement gap in math from 25% to 20% by

raising the performance of African American students. Increase participation by 5

percentage points annually of African American student enrollment in AP and Honors courses.

Monitoring:

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

Students schedules will be monitored to ensure opportunities to participate in honors and

AP course are prioritized in their schedules.

Person responsible for monitoring outcome:

Kristopher Bracewell

(bracewellk@gm.sbac.edu)

- Explicit communication of high expectations for all students

- Engage all students in rigorous, standards-based curricula

- Strategies to build faculty collective efficacy

- Increase faculty's cultural competency

- Strategies teachers use to create a welcoming and supportive environment in each

course and program for students of all races and ethnicity and aligned professional

development

- Strategies to support students from traditionally underrepresented populations in

advanced courses and aligned professional development

- Expanding course offerings to target underrepresented student populations, such as AP

Capstone and On-Line Dual Enrollment

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.

- Creating a college-going culture in your school
- Communicating high expectations for all students
- Remove barriers that restrict access to advanced courses and meet one-on-one with students of color to encourage participation and plan for success
- Identify, recruit, and enroll students in advanced courses

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. Identify African American students who have AP potential
2. Meet with students and parents
3. Develop a plan of support throughout the year

Person Responsible

Angela Jones (jonesal@gm.sbac.edu)

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.

We are proud of the positive and inclusive culture that exists on PAM@LHS campus. We start by establishing high expectations for culture and behavior from the time a student arrives on our campus. All PAM@Loften students are associated with a Career Academy which becomes their small learning community for four years. Within this community, students establish strong relationships with each other and with their teachers. All students are expected to treat each other with respect and dignity and we have assemblies and presentations that stress these concepts. We also have various social and mental service professionals on campus at various times for students. Parents and other community stakeholders are invited to become involved in the school to positively impact the PAM@Loften High School learning community through volunteer programs, booster programs, and advisory board members.

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

Guidance Counselor
 Teachers-Using Growth Mindset Strategies, communicating with parents
 Social Worker
 PALs

Hope Squad
Dean
Advisory Board Members