

Alachua County Public Schools

Professional Academy Magnet At Lofton High



2023-24

Schoolwide Improvement Plan (SIP)

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Professional Academy Magnet At Loften High School

3000 E UNIVERSITY AVE, Gainesville, FL 32641

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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
Chandler, Lauren	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
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
Essary, Chad	Teacher, K-12	<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
Pearl, Chris	Teacher, K-12	<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.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> -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
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

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

PAM at Lofton High School involves stakeholders in the SIP development process by opening SIP conversations during faculty meetings and SAC meetings. These items are placed on the agenda and significant time of meetings early in the school year and dedicated to data review, item analysis, and goal development.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Our school holds monthly faculty and leadership team meetings where SIP goals are regularly discussed. Utilizing ongoing progress monitoring data will help drive the analysis of our progress toward goals. Progress monitoring and informal data will be broken down based on student demographic and SIP goals. As the school year progresses and new variables are recognized, our goals will evolve to meet the changing needs of students.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	52%
2022-23 Economically Disadvantaged (FRL) Rate	50%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	44
One or more suspensions	0	0	0	0	0	0	0	0	0	0	13
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	9
Course failure in Math	0	0	0	0	0	0	0	0	0	0	23
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	43
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	16
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	43
	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	52

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	64			55	58	52	56		
ELA Learning Gains				56	51	52	51		
ELA Lowest 25th Percentile				39	33	41	33		
Math Achievement*	51			52	48	41	39		
Math Learning Gains				55	47	48	27		
Math Lowest 25th Percentile				63	41	49	40		
Science Achievement*	88			88	65	61	77		
Social Studies Achievement*	88			72	72	68	91		
Middle School Acceleration									
Graduation Rate	98			96			95		
College and Career Acceleration	83			66			63		
ELP Progress									

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	79
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	472
Total Components for the Federal Index	6

2021-22 ESSA Federal Index

Percent Tested	97
Graduation Rate	98

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	642
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	96

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	41			
ELL				
AMI				
ASN				
BLK	62			
HSP	75			
MUL				
PAC				
WHT	84			
FRL	72			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	45			
ELL				
AMI				
ASN				
BLK	56			
HSP	56			
MUL				
PAC				
WHT	76			
FRL	55			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	64			51			88	88		98	83	
SWD	16			25			54	70			4	
ELL												
AMI												
ASN												
BLK	47			35			74	91			4	
HSP	71			57			82	91			4	
MUL												
PAC												
WHT	71			62			98	85		90	6	
FRL	52			45			77	82		75	6	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	55	56	39	52	55	63	88	72		96	66	
SWD	26	46	33	28	50	60	72	43				
ELL												
AMI												
ASN												
BLK	40	56	53	31	54	58	76	44		100	44	
HSP	52	42		47	44		93					
MUL												
PAC												
WHT	68	63		66	61		93	86		92	78	
FRL	39	49	42	36	45	60	84	38		97	61	

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	56	51	33	39	27	40	77	91		95	63	
SWD	24	31	18	29	43	54						
ELL												
AMI												
ASN												
BLK	31	35	33	18	23	40	46			89	41	
HSP	37	56		40	14							
MUL												
PAC												
WHT	81	65		57	35		89	93		100	77	
FRL	48	48	29	27	27	50	75	85		88	43	

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	65%	52%	13%	50%	15%
09	2023 - Spring	64%	52%	12%	48%	16%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	48%	52%	-4%	50%	-2%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	56%	57%	-1%	48%	8%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	92%	63%	29%	63%	29%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	83%	63%	20%	63%	20%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

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

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

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

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average is the Algebra 1. The 2023 state average for algebra was 50% and the average for algebra at PAM @ Lofton was 48%. There was a change in personnel which caused for their to be a long term substitute teacher in math the fall semester.

Which data component showed the most improvement? What new actions did your school take in this area?

We were under 41% for our SWD ESSA subgroup in the 21-22 school year. We are now at a sufficient mark of 45% for SWD ESSA subgroup. We will continue to monitor this group for continuous improvement.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

54 students 9-12 had 10 or more absences throughout the year.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Improving instructional practice related to standards-aligned instruction in order to promote growth and achievement in:

Students with Disabilities
African American students
Lowest Quartile students
Students in math courses

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Differentiation**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

For the 21-22 school year, students identified with a disability are currently achieving 45%; which is only 4% above the ESSA standard or 41%.

For the 21-22 school year, 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.

Increase student achievement in this area to at least 50% proficiently in standardized FAST and EOC assessments.

African American students who score level 1 on the 23-24 ELA FAST Progress Monitoring one (PM1) will increase at least one level by Progress Monitoring one (PM3). Increase participation by 5 percentage points annually of African American student enrollment in AP and Honors courses.

Students schedules will be monitored to ensure opportunities to participate in honors and AP course are prioritized in their schedules.

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:

Lauren Chandler (chandlerls@gm.sbac.edu)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Tier two supports include:

Learning strategies resource class

Students enrolled in a reading class will take English and reading in separate semesters

Students being in a class with support facilitation by an ESE teacher

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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 and trained on working with students with autism.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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 and trained on working with students with autism.

Person Responsible: Lauren Chandler (chandlerls@gm.sbac.edu)

By When: End of 2023-2024 school year

#2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students enrolled in Algebra were achieving at 48% and students enrolled in geometry were achieving at 56%. Increase instructional practice specifically related to standards-aligned instruction in math.

Measurable Outcome:

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

Increase student achievement in algebra to at least 58% proficiency in standardized FAST and EOC assessments by the end of the 23-24 school year. Increase student achievement in geometry to at least 66% proficiency in standardized FAST and EOC assessments by the end of the 23-24 school year.

Monitoring:

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

School leadership team (SLT) will provide support and feedback to teachers as they prepare to deliver instruction. The SLT will conduct classroom walk-throughs in math courses to monitor the delivery of instruction that is standards aligned.

Person responsible for monitoring outcome:

Kristopher Bracewell (bracewellk@gm.sbac.edu)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

- Provide coaching cycles to assist teachers in the implementation of standards aligned instruction.
- Classroom observations will be conducted to monitor the delivery

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

- After-school tutoring will be offered to provide more opportunities to support students.
- 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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.

- After-school tutoring will be offered to provide more opportunities to support students.
- 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: Kristopher Bracewell (bracewellk@gm.sbac.edu)

By When: End of 2023-2024 school year

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Increased focus on student placement and success in honors and advanced placement courses.

Measurable Outcome:

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

In the 2022-2023 school year, PAM at LHS offered five total AP courses. 33 AP exams were passed with a level 3 or higher. During the 2023-2024 school year, PAM at LHS will offer 9 AP courses and set a goal of 66 total passing scores.

Monitoring:

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

Course placement based on teacher recommendation

Course placement based on student request

Winter AP meeting which includes parental involvement

Track student progress monitoring data throughout semester

Person responsible for monitoring outcome:

Lauren Chandler (chandlerls@gm.sbac.edu)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

College Board training and resources

After-school tutoring

PBIS model used to celebrate student success

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students enrolled in PAM at Lofton High School are college and/or career bound. Each student has a specific academy they are enrolled and interested in. The AP courses offered are designed to supplement the learning opportunities of the students in their academy offerings.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

N/A

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

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

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 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 Measurable Outcomes

Grades 3-5 Measurable Outcomes

Monitoring

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 impact student achievement outcomes.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs**Description:**

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?

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

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****Title I Requirements**

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

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

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

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

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

N/A

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

N/A

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

N/A

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

N/A

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Differentiation	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No