Tavares High School

2023-24

Schoolwide Improvement Plan (SIP)

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Tavares High School

603 N NEW HAMPSHIRE AVE, Tavares, FL 32778

https://ths.lake.k12.fl.us

School Board Approval

This plan was approved by the Lake County School Board on 10/23/2023.

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.

The mission of Tavares High School is to prepare students to be ethical and responsible learners who will be kind, compassionate, and open-minded citizens ready to make positive contributions in an ever-changing global society. Individual learners will be equipped for success in college and career in a technology-rich environment that promotes scholarship and critical thinking skills for academic and personal decision making.

Provide the school's vision statement.

The vision of Tavares High School is that by meeting the needs of all students through the commitments of all stakeholders, our students will become ethical and responsible citizens capable of realizing their fullest potential.

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
Stein, Jacob	Principal	Manages the operational flow of the school ranging from instructional delivery within the classroom to financial expenditures of all facets. Securing the safety of the school while providing an atmosphere conducive to teaching and learning. Analyzing data for trends reflecting best practices and providing professional development to ensure effective instructional strategies are widespread throughout all content areas. Assessing all assistant principals and monitoring growth of each with intent to advance their leadership roles within the district.
Campbell, Randy	Assistant Principal	Senior cohort administrator--Monitoring each students' status to ensure all are aligned with state requirements for graduation. Working with graduation facilitator and counselors to provide needed resources for students lacking or falling behind. Handling twelfth-grade student discipline. School Advisory Council and academic booster's administrator. Administrator over athletics. MTSS and College Board Coordinator. Top Scholar and Senior Awards event coordinator. Assessor for math department, physical education department, and athletic trainer.
Clinkscales, Sharia	Assistant Principal	Dr. Clinkscales will oversee CTE and ELL departments while being the 9th grade disciplinarian Assistant Principal. She will be working with attendance monitoring for all grade levels.
Glass, Richard (Bryan)	Assistant Principal	Sophomore cohort administrator--monitoring student performance to ensure students are progressing academically. Oversees Sophomore disciplinary matters. Submits accident reports, workman's comp, and club applications to district. Monitors volunteer status and updates. Organizes freshmen orientation and AVID contact. Assesses science, social studies, foreign language, and media specialist.
Hall, Carl	Assistant Principal	Junior cohort administrator--monitoring each students' credit history to ensure all are on track for Senior status. Handles disciplinary issues of Junior students. Oversees student parking assignments and monies collection. Responsible for attendance committee and for increasing student daily attendance. International Baccalaureate, Teacher Quality and Retention, and testing coordinator. Assesses English/Language Arts and Career and Technical Education (CTE) teachers, custodians and attendance clerks.
Rios Morales, Maritza	School Counselor	School Guidance Lead.
Watkins, Bonnie	Magnet Coordinator	Spearheads the implementation of the International Baccalaureate Program at Tavares High School. Trains faculty and all stakeholders on the progression of the program's implementation as well as the program's attributes and its advantage points for student success. Monitors progress and makes sure program is aligned to the proposal that was approved.

Name	Position Title	Job Duties and Responsibilities
Jones, Jennifer	Instructional Coach	Assists teachers with incorporating literacy into all content areas. Models and provides teachers with instructional practices to improve delivery. Assists teachers with data analysis to help identify problem areas of content as well as to identify student levels. Provides professional development throughout the school with research-based tools and monitors the implementation of such techniques.
O'Connor, Tonya	Graduation Coach	Tracks all Senior student data, creates and assists in implementation of classroom interventions. Plans data chats with teachers, schedules parent/student conferences, and makes necessary home visits. Monitors student performance of online classes and makes schedule modifications to meet state requirements with administrative approval.

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.

Representation for the School Advisory Council is selected and voted upon by the faculty/staff of the school with current SAC members giving final approval. The intent is to present matters concerning the operational flow of the school to the committee and allowing them to provide suggestions for the betterment of the flow. The final product of the SIP is presented at the first meeting with members given total overview with the option of discussing elements in further detail and/or recommending change. Final product is approved by the SAC prior to submitting for district/state approval.

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))

The SIP is created around the yearly vision taking into account most recent data provided by district/state assessments. As quarterly data is reviewed, the SIP's goals are looked at to see if alignment is in place. In addition, observational data and trends charted through school site walkthroughs, as well as district walkthroughs, are also compared for SIP alignment. Discrepancies identified within the comparisons are analyzed for revisions of current practices to address all and any achievements. PLCs are used for common planning on a routine basis to develop common assessments that provide data to guide instructional planning with frequent progress-monitoring.

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	46%
2022-23 Economically Disadvantaged (FRL) Rate	93%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
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)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 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	
One or more suspensions	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	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	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	

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	K	1	2	3	4	5	6	7	8	Total
					Grade Level					
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	K	1	2	3	4	5	6	7	8	Total
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	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more days	0	0	0	0	0	0	0	0	0	239
One or more suspensions	0	0	0	0	0	0	0	0	0	165
Course failure in ELA	0	0	0	0	0	0	0	0	0	30
Course failure in Math	0	0	0	0	0	0	0	0	0	48
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	412
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	351
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	412

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

Indicator	K	1	2	3	4	5	6	7	8	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	786

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
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	7

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 K 1 2 3 4 5 6 7 8	Total
Absent 10% or more days	0 0 0 0 0 0 0 0 0	
One or more suspensions	0 0 0 0 0 0 0 0 0	
Course failure in ELA	0 0 0 0 0 0 0 0 0	
Course failure in Math	0 0 0 0 0 0 0 0 0	
Level 1 on statewide ELA assessment	0 0 0 0 0 0 0 0 0	
Level 1 on statewide Math assessment	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	

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

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

The number of students identified retained:

Indicator	Grade Level K 1 2 3 4 5 6 7 8	Total
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*	38	45	50	41	45	51	41		
ELA Learning Gains				46			40		
ELA Lowest 25th Percentile				34			27		
Math Achievement*	26	40	38	31	33	38	31		
Math Learning Gains				37			22		
Math Lowest 25th Percentile				41			14		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	55	62	64	48	38	40	62		
Social Studies Achievement*	64	62	66	66	41	48	68		
Middle School Acceleration					38	44			
Graduation Rate	89	90	89	94	59	61	91		
College and Career Acceleration	75	61	65	78	64	67	74		
ELP Progress	57	56	45	38					

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)	ATSI
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	404
Total Components for the Federal Index	7
Percent Tested	96
Graduation Rate	89

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	554
Total Components for the Federal Index	11
Percent Tested	94
Graduation Rate	94

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	37	Yes	4	
ELL	37	Yes	4	
AMI				
ASN	75			
BLK	47			
HSP	53			
MUL	50			
PAC				
WHT	63			
FRL	53			

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	36	Yes	3	
ELL	31	Yes	3	1
AMI				
ASN	75			
BLK	43			
HSP	46			
MUL	54			
PAC				
WHT	56			
FRL	48			

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)

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	38			26			55	64		89	75	57
SWD	17			15			33	26		39	6	
ELL	13			20			13	40			6	57
AMI												
ASN	42									83	3	
BLK	26			13			53	46		64	6	
HSP	29			24			41	61		67	7	58
MUL	39			25			60	75			4	
PAC												
WHT	45			31			63	68		81	6	
FRL	30			19			46	56		70	7	61

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	41	46	34	31	37	41	48	66		94	78	38
SWD	13	36	31	20	36	32	17	30		93	49	
ELL	11	45	36	15	25		30	45				38
AMI												
ASN	75											
BLK	21	39	34	13	34	39	30	52		95	74	
HSP	38	46	39	21	29	37	51	41		93	72	36
MUL	38	38		33	39			69		100	64	
PAC												
WHT	46	48	29	41	42	45	53	79		93	81	
FRL	31	42	31	24	41	46	38	61		93	73	

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	41	40	27	31	22	14	62	68		91	74	
SWD	7	19	13	14	13	3	28	38		83	27	
ELL	17	41	45	21	19							

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
AMI												
ASN												
BLK	24	24	17	18	23	9	38	57		95	53	
HSP	35	37	31	33	24	19	53	67		88	76	
MUL	50	45		32	27		46					
PAC												
WHT	46	46	31	34	21	15	71	70		91	77	
FRL	32	33	24	24	24	16	55	61		88	70	

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	34%	44%	-10%	50%	-16%
09	2023 - Spring	39%	44%	-5%	48%	-9%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	20%	51%	-31%	50%	-30%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	35%	49%	-14%	48%	-13%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	50%	60%	-10%	63%	-13%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	63%	60%	3%	63%	0%

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.

The lowest area of performance for the 22-23 school year is Algebra EOC. The area tends to show under-performing trends for students at Tavares High school, Lake County Schools and the state as a whole. Many of the students who enter ninth grade, who have not had Algebra, lack the basic functional skills for mathematics and therefore struggle with the basic steps for more advanced problems/learning in our high school Algebra courses.

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

US History showed a 5% percent decrease for the 22-23 school year. This trend seemed to be slightly lower than the district decrease of 7%. We have noticed that students seem to be struggling in a few areas/skills that focus on political cartoons or the amendments.

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.

To the best of our knowledge, the greatest gap was seen in our Algebra I assessment scores. There were a few factors which might have led to this gap: We had a few new teachers, a few that had to change their class prep, and a new curriculum. We believe the "newness" of these factors led to a learning curve which existed throughout the year and may have led to the gap in student achievement on the Algebra I test.

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

Ninth grade ELA had the most growth of any area. THS had brand new teachers in this area and provided mentoring and coaching through other teachers, administration and regional support staff. There was also an emphasis on assessment data disaggregation and skill remediation throughout the 22-23 school year with this teacher group. We believe our focused actions aided in increasing the growth of student achievement rates within our ninth grade ELA students.

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

There is no EWS data from Part 1 for high schools, However, I can say that attendance and skipping are two of the major areas of concern.

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

1) Attendance
2) Algebra I
3) Level 2 and 3 students
4) Teacher Training
5) Student Behavior

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

#1. Positive Culture and Environment specifically relating to Early Warning System

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.

Attendance was a major issue for Tavares High School during the 22-23 school year. 51% percent of the students were considered to be truant. We have decided to focus on this area because if a student is not present, learning cannot occur.

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

Tavares High School will decrease our truancy rate from 51% to 35% during the 23-24 school year.

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

Attendance will be monitored daily through the attendance clerk, and a weekly report will be prepared by the data clerk and reviewed by each assistant principal.

Person responsible for monitoring outcome:

Sharia Clinkscales (clinkscaless@lake.k12.fl.us)

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.)

Attendance issues will be addressed through MTSS with biweekly team meetings including students and parents. Daily monitoring will guide the progression through the multi-tiered system with involvement of the Guidance Counselor, School's Mental Health Liaison, school social worker, and DCF if needed.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Face-to-face instruction will account for 70% of instruction. Without students present, the majority of instruction will be missed.

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.

Daily attendance leading to weekly report

Person Responsible: Jennifer Jones (jonesj2@lake.k12.fl.us)

By When: Weekly review

Attendance is taken daily by teachers (FOCUS allows all administrators to see which teachers are taking attendance consistently). At the beginning of the new week, the attendance clerk will run a report providing the MTSS coordinator tracking information on students who are flagged as having truancy patterns.

Person Responsible: Jennifer Jones (jonesj2@lake.k12.fl.us)

By When: Weekly review

Incentive for good attendance from the SAC budget to recognize students with perfect or improving attendance.

Person Responsible: Richard (Bryan) Glass (glassb@lake.k12.fl.us)

By When: Each nine weeks

#2. ESSA Subgroup specifically relating to English Language Learners

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.

ELL students are a growing segment of our student population and have, historically, lagged behind in their scores on state assessments. We are specifically looking at their performance on the ELA FASTT test.

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

Previous year data had our ELL students at a 31% proficiency rate on the ELA FASTT test. We have set a goal of increasing our proficiency rate by 10% on the 23-24 FASTT test for ELL students. This would put our goal at 41% proficiency for ELL students on this year's FASTT assessment.

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

THS will monitor ELL assessment scores, throughout the year, by close monitoring student grades, ELA common formative assessment scores, and district-created progress monitoring assessments. These progress monitoring assessments closely mirror the ELA FASTT test (Spring) and give us valuable data which we can analyze during our PLT meetings and use to adjust our instructional re-teaching and/or curricular focuses for these students.

Person responsible for monitoring outcome:

Jennifer Jones (jonesj2@lake.k12.fl.us)

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.)

In addition to the continual progress monitoring efforts, we are designing a developmental Language Arts class to help strengthen our ELL students' language-acquisition pacing through their intensive reading class. Additionally, we are providing support for these students by placing our ELL TA in ELA classes with these students to augment their content/skill development efforts within the core content area (ELA).

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Our ELL students struggle, primarily, from spoken/written language barriers. Overcoming the non-native language hurdle requires some additional support and teaching. The developmental language arts class will assist with language acquisition skills while bolstering student learning with various reading/ELA standards. This, along with ELA core content class support, will help increase our student achievement scores on the Spring 2023 ELA FASTT test.

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.

1. Identify our ELL students (counselors and Jones)

Person Responsible: Jennifer Jones (jonesj2@lake.k12.fl.us)

By When: Sept. 2023

2. Monitor/analyze/apply the ELL progress/assessment data gained from classroom common formative assessments and district progress monitoring assessments to our instructional practices

Person Responsible: Jennifer Jones (jonesj2@lake.k12.fl.us)

By When: Sept. 2023...but this is ongoing throughout the year. ELA and reading teachers will be the primary responsible party for this. They will have their rostered ELL students and can track/analyze/apply data information to their curricular planning processes.

Create a developmental language arts class to support our ELL students' reading skills and language acquisition skill development based on individual student data points.

Person Responsible: Jennifer Jones (jonesj2@lake.k12.fl.us)

By When: End of August 2023...no later than Labor Day of 2023

Provide before- or after-school tutoring to assist in meeting academic standards.

Person Responsible: Richard (Bryan) Glass (glassb@lake.k12.fl.us)

By When: By the end of the first nine-weeks or mid-October.

Create Summer Writing Teams to assist in planning for ELA students and students who are achieving level 1 and 2 on state testing,

Person Responsible: Jacob Stein (steinj@lake.k12.fl.us)

By When: Summer of 2024

#3. 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 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 with disabilities are a sub-group that was identified as part of the ATSI with 36 percent of students meeting the standard.

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

Students with Disabilities will achieve at least 41% proficiency during the 23-24 state tests up from 36% during the 22-23 school year.

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

Students will be monitored by the support facilitator/general educator teacher using classroom performance data from district and state assessments, and observational data.

Person responsible for monitoring outcome:

Laura Wright (wrightl@k12.fl.us)

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.)

Students will receive support from support facilitation teachers, based on subject, during the intervention time of Learning Opportunities. The students will be pulled based on common assessments and whether they have mastered the standard in the general classroom.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The intervention time will give Students with Disabilities individual remediation based on their own standards of need. The students will receive intervention time with both the academic teacher and support facilitator to double the amount of time they receive for intervention.

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.

Identify students who are not meeting the checkpoints on common classroom assessments and progress monitoring tools.

Person Responsible: Laura Wright (wrightl@k12.fl.us)

By When: Twice monthly

Provide opportunities for before- and after-school tutoring, test taking funds, and writing teams through SAI and SAC funds

Person Responsible: Jacob Stein (steinj@lake.k12.fl.us)

By When: As needed by individual teachers and students.

Avid tutors will assist all students including those students with disabilities in accessing and achieving standards in all curriculum areas.

Person Responsible: Johnanna Hill (hillj2@lake.k12.fl.us)

By When: Twice Weekly thorough out the year.

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).

The school left this question blank.

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: Positive Culture and Environment: Early Warning System	$0.00
2	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$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