

Lake County Schools

Lake Success Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Lake Success Elementary School

310 W TAYLOR AVE, Eustis, FL 32726

[no web address on file]

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.

To assist students in achieving their highest potential through an alternative setting which supports academic, behavioral and social emotional development.

Provide the school's vision statement.

To prepare students for a successful future as socially responsible citizens who will succeed in post-secondary education and the work place.

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
Schichtel, Kevin	Administrative Coordinator	The role of the Administrative Coordinator at Lake Success Elementary is to establish and maintain a positive, effective learning environment, build a cohesive team, and establish and monitor guidelines to meet the needs of individual students. Conducts regular administration and leadership team meetings to align instructional and operational priorities to school improvement goals; communicates school improvement goals to all stakeholders and works in conjunction with district and school staff to provide a safe learning environment for all students.
Sanders, Kelly	Program Manager	The Program Manager will utilize weekly classroom learning walks to provide timely feedback and support to teachers. Provides ongoing behavior management support to faculty & staff to ensure students are engaged at all times; minimizing disruptive or off task opportunities. Will also work directly with each classroom teacher to track student attendance and communicate with families on an as needed basis.

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.

Lake Success Elementary is a new alternative school that began operation in the 23-24 school year. Each family met with Administration to discuss behavioral and academic goals and expectations set forth in the Student & Parent Handbook. Standard Operation Procedures were shared with teachers who provided input on staff expectations and goals for the school year. Members of the Choice and Alternative Education Department also provided feedback and support. Student data portfolios have

been created and will be shared on a regular basis with parents, teachers, and educational partners to respond to student needs.

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))

School Improvement goals for Reading and Math will be analyzed immediately following the beginning of year testing data. Goals for individuals students will be set in order to close any achievement gap identified through diagnostic data. Behavior and attendance goals will be monitored on a daily basis with constant communication with families. Each family met with Administration to discuss behavioral and academic goals and expectations. These benchmarks will be adjusted throughout the year based on individual student need.

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)	Elementary School 1-5
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	No
2022-23 Minority Rate	[Data Not Available]
2022-23 Economically Disadvantaged (FRL) Rate	[Data Not Available]
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	
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)	
School Grades History *2022-23 school grades will serve as an informational baseline.	
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	2	1	0	0	0	0	3
One or more suspensions	0	0	0	2	1	0	0	0	0	3
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	1	0	0	0	0	0	1
Level 1 on statewide Math assessment	0	0	0	1	0	0	0	0	0	1
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	1	0	0	0	0	0	1

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	2	1	0	0	0	0	3

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	1	0	0	0	0	0	1
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
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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 school 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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide FSA 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

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	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	0
Students retained two or more times	0	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*		47	53		50	56			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		55	59		46	50			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		52	54		52	59			
Social Studies Achievement*					52	64			
Middle School Acceleration					42	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress		61	59						

* 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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

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				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

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				
ELL				
AMI				
ASN				
BLK				
HSP				

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%
MUL				
PAC				
WHT				
FRL				

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												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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												
SWD												
ELL												
AMI												
ASN												

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
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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.

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.

Lake Success Elementary is a new alternative school that began operation in the 23-24 school year, as a result, the school has no prior year data.

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

Lake Success Elementary is a new alternative school that began operation in the 23-24 school year, as a result, the school has no prior year data.

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.

Lake Success Elementary is a new alternative school that began operation in the 23-24 school year, as a result, the school has no prior year data.

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

Lake Success Elementary is a new alternative school that began operation in the 23-24 school year, as a result, the school has no prior year data.

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

Lake Success Elementary is a new alternative school that began operation in the 23-24 school year, as a result, the school has no prior year data. However, Attendance below 90 percent and One or more suspensions was an indicator that all current enrolled students exhibited in the 22-23 school year.

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

- 1) Increase average daily attendance to 90% or above.
- 2) Increase ELA proficiency.
- 3) Increase Math proficiency.
- 4) Decrease the number of suspension events while attending Lake Success Elementary.

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.

Lake Success Elementary serves a diverse population of students with varying behavioral needs. Therefore, by utilizing EWS data and providing alternative interventions, such as fostering resilient and healthy students through Restorative Practices, structured Civic and Character education, and Standard Operating Procedures (SOPs) to address student behaviors, LSE will increase engaged behaviors that support a safe and conducive learning environment.

Measurable Outcome:

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

By fostering resilient and healthy students through Restorative Practices, structured Civic and Character education, and Standard Operating Procedures (SOPs) the number of students with multiple Early Warning Indicators will be reduced by 25%.

Monitoring:

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

The Leadership Team will conduct regular Classroom Walkthrough visits and participate with students and staff in morning and afternoon circles fostering resilient and healthy students through Restorative Practices. Attendance and discipline data will be analyzed on a regular basis to respond to individual student needs. Daily behavioral tracking forms will be collected and monitored for each individual student.

Person responsible for monitoring outcome:

Kevin Schichtel (schichtelk@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.)

By utilizing EWS data and providing alternative interventions, such as LEAPS, Sanford Harmony, and fostering resilient and healthy students through Restorative Practices, Lake Success Elementary will increase engaged behaviors that support a safe and conducive learning environment.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

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.

Staff will need to attend Restorative Practices training to ensure the program can be implemented successfully.

Person Responsible: Kelly Sanders (sandersk@lake.k12.fl.us)

By When: Prior to students returning to school.

Staff will need to attend LEAPS and Sanford Harmony training to ensure the programs can be implemented successfully.

Person Responsible: Kelly Sanders (sandersk@lake.k12.fl.us)

By When: During the 1st nine week period.

#2. 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.

As the new Alternative Education center for Elementary Ed students, it will be critical for our staff to differentiate instruction based on the various behavioral and academic needs of our students. It is possible that academic progress and behavior frequency have a reciprocal connection. Centering our conversations around the District Instructional Framework with a focus on purpose will help students connect with the What, Why, and How.

Measurable Outcome:

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

Teachers will give students the ability to interact with text throughout the day and across all content areas. As a result, students will be prepared with the literacy skills necessary to become successful learners. This effort will minimize retentions (to zero) and increase proficiency (to 65%); closing any achievement gaps.

Monitoring:

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

Quarterly data chats will be held at the end of the Nine Week period to review trajectory of student achievement. BOY and MOY i-Ready diagnostic results along with Progress Monitoring data will be analyzed by the Leadership Team and Instructional Staff during PLC meetings to ensure each student has the necessary instructional support to reach both target and stretch growth goals.

Person responsible for monitoring outcome:

Kelly Sanders (sandersk@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.)

Leadership Team will discuss and prioritize students based on performance data. Teachers will provide additional measures of skilled instruction as needed to accelerate students learning commensurate with grade level expectations. Student growth will be measured via BOY, MOY, and end of year assessments (Progress Monitoring and i-Ready) to track proficiency targets.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

If we implement, monitor, and support our Intervention/Acceleration block, we will see an increase in student performance which will indicate students are accessing their learning by understanding the rationale. Learning walk look-fors and trends will help support this focus area.

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.

Teachers will need to be trained in i-Ready to successfully utilize the Teacher Toolbox when planning intervention block instruction and resources.

Person Responsible: Kevin Schichtel (schichtelk@lake.k12.fl.us)

By When: After the BOY i-Ready math and reading diagnostics.

#3. Instructional Practice specifically relating to Intervention

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.

As the new Alternative Education center for Elementary Ed students, it will be critical for our staff to provide effective intervention strategies for both academic and behavioral needs of students. The Mental Liaison and LifeStream Counselor will support the needs of students and strengthen staff knowledge and performance in the areas of de-escalation and coping strategies.

Measurable Outcome:

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

If we utilize core and intervention programs and resources with fidelity and assess, monitor, and reteach, then students will increase achievement in academic proficiency as well as behavior expectations.

Monitoring:

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

Learning walks using district-provided tools in conjunction with collaborative planning time will be used to monitor i-Ready diagnostic results, as well as Progress Monitoring data. EWS will be examined on a regular basis to adjust counseling and support as needed.

Person responsible for monitoring outcome:

Kelly Sanders (sandersk@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.)

EWS and BOY results will be analyzed to determine needs and skill deficits across all subgroup areas. Leadership Team will discuss and prioritize students weekly based on classroom interactions and Leadership Meetings. Teachers will provided additional measures of skilled instruction as needed to accelerate students learning commensurate with grade level expectations.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

If students are provided strong instruction along with systematic support through intervention and acceleration, the rate of student learning will accelerate, ensuring all students make at minimum, one years growth in one years time.

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.

Mental Health Liaison will coordinate with leadership team to create schedules in which all students will have ability to work with the MHL in a small group setting.

Person Responsible: Kevin Schichtel (schichtelk@lake.k12.fl.us)

By When: Within the 1st 30 days of school starting.

LifeStream counselors will coordinate with leadership team to create schedules in which all students will have the ability to participate in various courses including but not limited to Anger Management.

Person Responsible: Kelly Sanders (sandersk@lake.k12.fl.us)

By When: Within the 1st 30 days of school starting.