

Polk County Public Schools

Lake Gibson Senior High School



2023-24

Schoolwide Improvement Plan (SIP)

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Lake Gibson Senior High School

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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.

Lake Gibson High School's mission is to graduate all students to be college and career ready by providing rigorous, student-centered instruction, along with a variety of acceleration opportunities.

Provide the school's vision statement.

The vision of Lake Gibson High School is rooted in communicating clear learning targets that drive rigorous instruction, which will lead to growth in student ownership of learning.

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
Vann, Ryan	Principal	<p>Provides leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement.</p> <p>Oversees all departments and APs.</p>
Deshazor, Elizabeth	Assistant Principal	<p>Assists the school principal by providing leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement.</p> <p>Provides support and feedback to band, chorus, foreign language, ESOL, and ELA teachers.</p> <p>Assistant Principal of Curriculum</p> <p>Oversees master schedule</p> <p>Dual Enrollment</p> <p>College Board</p> <p>Guidance Department</p> <p>Assessment</p>
Diaz, Matthew	Assistant Principal	<p>Assists the school principal by providing leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement.</p> <p>Provides support and feedback to all CTE and Science teachers.</p> <p>Head of Program</p> <p>Acceleration</p> <p>Facilities</p> <p>Events</p> <p>Security</p> <p>Discipline</p>
Whitaker, Sarah	Assistant Principal	<p>Assists the school principal by providing leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement.</p> <p>Provides support and feedback to social studies, JROTC, reading, art, AVID, and theater teachers.</p> <p>Facilitates professional development.</p> <p>Ensures Title 1 requirements are met and funds are allocated appropriately.</p> <p>Communications (social media, parent emails, website)</p> <p>Clubs and Organizations</p> <p>Summer School</p> <p>Attendance</p> <p>New Teacher Initiatives (PEC, CI)</p>

Name	Position Title	Job Duties and Responsibilities
		Assists the school principal by providing leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement.
Hicks, Derek	Assistant Principal	Provides support and feedback to math, credit recovery, PE and ESE teachers. Security Oversees Discipline Office 1:1 Tech Implementation Attendance Facilitates professional development
		The senior dean mentors and supports deans and behavioral interventionists and provides support to teachers in the classroom.
Jorge, Brent	Dean	Completes monthly and quarterly discipline reports. Processes referrals and communicates with parents. Transportation Campus safety PBIS

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.

This SIP was developed in collaboration with teachers, through data analysis and feedback in PLCs, meetings with administrators, and teacher-led "Pow-Wows." The school leadership team regularly shares feedback from teachers (Monday morning meetings, emails after Pow Wows) and discusses opportunities for growth. The Title 1 CNA is also a driving factor in the development of this SIP. The CNA was a collaborative effort by the school leadership team to identify the needs of the school. Parents and students are given the opportunity to provide feedback via the Title 1 PFEP (online and paper based surveys). Then the PFEP is revised by the School Advisory Council, and used in the development of this SIP. The LGHS SAC includes teachers, students, school leaders, business partners and community members.

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))

This SIP will be monitored by the person(s) responsible for each action step (as noted in the plan), with a monthly check-in to review progress. Dates will be added to the leadership calendar at the beginning of

the year, and the leadership team will meet with fidelity to address concerns and assess progress toward goals. This year, we plan to send out quarterly updates to teachers and stakeholders.

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 PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	59%
2022-23 Economically Disadvantaged (FRL) Rate	90%
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: C
School Improvement Rating History	
DJJ Accountability Rating History	

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*	34	38	50	40	41	51	38		
ELA Learning Gains				43			44		
ELA Lowest 25th Percentile				36			34		
Math Achievement*	22	24	38	24	35	38	16		
Math Learning Gains				40			19		
Math Lowest 25th Percentile				52			21		
Science Achievement*	50	50	64	54	26	40	59		
Social Studies Achievement*	50	50	66	51	39	48	46		
Middle School Acceleration					41	44			
Graduation Rate	87	84	89	95	52	61	98		
College and Career Acceleration	66	54	65	62	55	67	69		
ELP Progress	38	40	45	53			57		

* 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	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	347
Total Components for the Federal Index	7
Percent Tested	97
Graduation Rate	87

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	550
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	95

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	32	Yes	4	
ELL	36	Yes	1	
AMI				
ASN	82			
BLK	43			
HSP	50			
MUL	59			
PAC				
WHT	55			
FRL	45			

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	34	Yes	3	
ELL	41			
AMI				
ASN	42			
BLK	43			
HSP	49			

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	52			
PAC				
WHT	54			
FRL	47			

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	34			22			50	50		87	66	38
SWD	13			18			24	23		26	6	
ELL	15			15			31	22		53	7	38
AMI												
ASN	80							75			3	
BLK	30			16			36	36		56	6	
HSP	32			23			51	50		70	7	39
MUL	44			17			59	60		73	6	
PAC												
WHT	36			24			55	55		68	6	
FRL	29			17			43	43		57	7	44

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	40	43	36	24	40	52	54	51		95	62	53
SWD	15	34	30	7	32	37	26	24		88	43	
ELL	15	37	35	10	47	58	30	25		90	50	53
AMI												
ASN	46	38										

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	33	43	35	15	27	42	39	40		98	56	
HSP	37	40	35	22	44	57	49	46		94	58	56
MUL	48	50		27	30			55		93	64	
PAC												
WHT	45	46	39	30	46	50	65	60		95	67	
FRL	32	41	36	21	41	52	49	40		95	59	55

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	38	44	34	16	19	21	59	46		98	69	57
SWD	9	24	18	11	18	15	23	18		93	44	
ELL	12	34	40	5	12	18	27	35		96	67	57
AMI												
ASN	47	46		27								
BLK	27	37	34	11	21	22	43	30		98	60	
HSP	36	49	36	15	18	19	61	47		97	73	57
MUL	56	52		21	21		75					
PAC												
WHT	44	43	30	17	19	23	63	53		98	70	
FRL	28	37	29	12	17	19	49	43		96	69	52

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	35%	40%	-5%	50%	-15%
09	2023 - Spring	34%	39%	-5%	48%	-14%

ALGEBRA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	18%	37%	-19%	50%	-32%

GEOMETRY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	26%	37%	-11%	48%	-22%

BIOLOGY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	49%	50%	-1%	63%	-14%

HISTORY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	47%	49%	-2%	63%	-16%

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.

Math proficiency showed the lowest performance. Historically, our Math proficiency numbers have not increased significantly. Over the last 4 years, we have earned a proficiency level between 16% and 27%. This year we earned an overall proficiency level of 24%. Approximately 61% of our Algebra students and 48% of our Geometry students earned a Level 1 on the Spring BEST Math assessment. Contributing factors could include turnover of math teachers in the last few years, and a change in benchmarks.

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

The greatest decline from the prior year was in ELA proficiency from 40% to 35%. Contributing factors could be the new assessment on Florida BEST standards and turnover in our English department. Historically, our ELA proficiency has been between 38% and 41% (5-year trend). We also saw a 5% decrease in Biology. Individual biology teacher issues (1 teacher on military leave after hurricanes for 6 weeks, 1 teacher on FMLA for a semester, 1 teacher resigned) contributed to this loss.

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 greatest gap between our school data and the state data is in the FAST ELA PM3 Grade 10 category. We were behind the state average by 15 percentage points. As a district, Polk was behind the state average by 10 percentage points in this category. We feel a major contributing factor is that our students come to high school without the reading skills they need to be successful. We have lacked a solid program to fill in their gaps, but that is changing this year with corrective reading.

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

Although it is still our lowest performing area, the only area that did not decrease this year was math. We feel that the focus on using data to drive instruction, the addition of a math interventionist, and the focus on collaborative planning were contributing factors.

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

The first major area of concern is the number of students that are not in attendance for 90% of the school year; 41% of our students missed more than 10% of instructional time during the 2022-2023 school year. This is a contributing factor to our next area of concern, which is math and ELA proficiency.

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

- (1) ELA proficiency
- (2) Math proficiency
- (3) Attendance

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.

A major area of concern is the number of students that are not in attendance for 90% of the school year; 41% of our students missed more than 10% of instructional time during the 2022-2023 school year. This is a contributing factor to other areas of concern, particularly, math and ELA proficiency.

Measurable Outcome:

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

In the 2023-2024 school year, fewer than 30% of our students will miss more than 10% of instructional time. In other words, 70% of our students will be present for 90% of instructional time.

Monitoring:

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

As part of the Attendance Support Tiers plan, FOCUS reports will be pulled at minimum, bi-weekly, to track progress.

Person responsible for monitoring outcome:

Sarah Whitaker (sarah.whitaker@polk-fl.net)

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.)

LG will send direct communication to guardians about the importance of attendance and implications on student success.

LG will celebrate good attendance with incentive programs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

"A single postcard that encouraged guardians to improve their student's attendance reduced absences by roughly 2.4 percent" (Rogers, T., Duncan, T., Wolford, T., Ternovski, J., Subramanyam, S., & Reitano, A. (2017). A randomized experiment using absenteeism information to "nudge" attendance (REL 2017– 252). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Mid-Atlantic).

"In particular, communicating with families about attendance, celebrating good attendance with students and families, and connecting chronically absent students with community mentors measurably reduced students' chronic absenteeism from one year to the next. Also, schools that conducted a greater total number of attendance-focused activities were more likely to decrease the percentage of students who missed twenty or more days of school each year" (Sheldon, S.B. & Epstein, J.L. (2004). Getting Students to School: Using Family and Community Involvement to Reduce Chronic Absenteeism, School Community Journal, 14(2), 39-56).

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 3 - Promising 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.

Communicate the Attendance Support Tiers to all stakeholders in school, particularly teachers and counselors, during teacher preplanning week. Train teachers on the tool.

Person Responsible: Sarah Whitaker (sarah.whitaker@polk-fl.net)

By When: August 10, 2024

Pull reports from FOCUS and track attendance data.

Person Responsible: Sarah Whitaker (sarah.whitaker@polk-fl.net)

By When: Biweekly at minimum, weekly if possible, beginning on August 25, 2024.

Teachers will use the Braves Bucks program, overseen by the Dean's Office, to incentivize attendance.

Person Responsible: Brent Jorge (brent.jorge@polk-fl.net)

By When: Monthly Braves Bucks cash-ins serve as a teacher reminder to use this program.

Quarterly attendance rewards for students who miss fewer than 5 days of school will be organized by our behavior interventionist, Matthew Jimmerson. These celebrations will be shared via social media.

Person Responsible: Brent Jorge (brent.jorge@polk-fl.net)

By When: Around the end of each quarter, as it fits into school schedule.

Direct communication will be sent home to all parents via email and social media, regarding the importance of attendance.

Person Responsible: Sarah Whitaker (sarah.whitaker@polk-fl.net)

By When: At the beginning of each quarter.

Positive reinforcement will be sent home to parents whose students are missing fewer than 5 school days each quarter.

Person Responsible: Sarah Whitaker (sarah.whitaker@polk-fl.net)

By When: At the end of each quarter.

When a student misses 5 days, their 3rd period teacher will call home and complete the Attendance Support Log to identify potential barriers and solutions.

Person Responsible: Sarah Whitaker (sarah.whitaker@polk-fl.net)

By When: As students reach 5 absences.

Administration will pull the data weekly from the Attendance Support Log to monitor teacher participation and student needs; admin will encourage phone calls home during planning period meetings and at other times they communicate with teachers directly; as needed, admin will recruit teachers to make additional calls after hours (Title 1 funded).

Person Responsible: Sarah Whitaker (sarah.whitaker@polk-fl.net)

By When: Weekly

When a student is absent for 10 days, the attendance secretary will send home an official 10-day warning letter.

Person Responsible: Derek Hicks (derek.hicks@polk-fl.net)

By When: As applicable; checked monthly

When a student is absent for 10 days, the behavior interventionist will call home and arrange a meeting with parents. Barriers to attendance will be discussed and a plan created. Guidance will be notified of the plan. The Student will be placed on an attendance contract, if out of zone.

Person Responsible: Derek Hicks (derek.hicks@polk-fl.net)

By When: As applicable; checked monthly

When a student misses 15 days of school, the behavior interventionist will contact the community outreach liaison and complete a contract follow-up to revoke transfer, if applicable. Alternative education options will be discussed with the student.

Person Responsible: Derek Hicks (derek.hicks@polk-fl.net)

By When: As applicable

When a student misses 18 or more days of school, they will be placed on a critical attendance watch list. Guidance, administration, behavior interventionist, and the success coach will collaborate to find a reasonable solution to the attendance problem.

Person Responsible: Sarah Whitaker (sarah.whitaker@polk-fl.net)

By When: As applicable

#2. Instructional Practice specifically relating to ELA**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.

A critical area of focus is ELA proficiency. Historically, our ELA proficiency numbers have not changed significantly. Over the last 5 years, we have maintained a proficiency level between 38%-41%. This year we earned an overall proficiency level of 35%. Approximately 41% of our 9th graders and 41% of our 10th graders earned a Level 1 on the Spring FAST PM3 ELA assessment.

Measurable Outcome:

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

Spring 2024 FAST PM3 data will show a minimum of +3% proficiency increase in ELA testing, as well as a minimum of 10% of the students that begin the year just below proficiency ("bubble" or high level 2s) becoming proficient on the FAST PM3 assessment.

Monitoring:

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

PM1 and PM2, as well as classroom assessment data will be used to track progress toward our goal of 38% proficiency on PM3.

Person responsible for monitoring outcome:

Daphne Harris (daphne.harris@polk-fl.net)

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.)

The Corrective Reading Program, adopted last year by Polk Schools, will be used as our primary intervention to improve reading scores across grade levels. We will also continue using the district's ARC process for ensuring we meet the instructional benchmarks and provide students with equivalent experiences, daily.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The Corrective Reading Program will be provided to fill in the gaps that our students have in reading fluency. When students are spending all of their cognitive effort decoding words, they are often unable to associate meaning with those words, much less with a text as a whole. Our hope is that by back-filling these fluency gaps with a system that works, we will be giving our students a better chance at success on a reading comprehension assessment. By providing EE's (using the ARC planning process) we will be preparing our students for items they will be tested on in the spring.

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.

Students will be screened into Corrective Reading levels.

Person Responsible: Sarah Whitaker (sarah.whitaker@polk-fl.net)

By When: end of 22-23 school year and beginning of 23-24 school year

Reading teachers will be trained on the Corrective Reading program and implement with fidelity in the classroom.

Person Responsible: Sarah Whitaker (sarah.whitaker@polk-fl.net)

By When: Contact day (preplanning week)

Administration will use the Corrective Reading admin evaluation guide to determine how the program is being implemented in the classroom. District support will assist as needed.

Person Responsible: Sarah Whitaker (sarah.whitaker@polk-fl.net)

By When: Biweekly

Instructional coach will lead planning teams in using the ARC to plan EEs and ensure benchmarks are met.

Person Responsible: Sarah Whitaker (sarah.whitaker@polk-fl.net)

By When: Weekly PLCs

Reading interventionist will analyze FAST PM1 and PM2 data to identify the students who are just below proficiency and begin intervention cycles with them.

Person Responsible: Sarah Whitaker (sarah.whitaker@polk-fl.net)

By When: Beginning in September, through 6-week cycles.

Students using the Achieve 3000 program will track their own data in a folder that contains their 1st-try scores over time. Biweekly conferences with teachers and individual teacher incentives will provide motivation for students to take ownership of their growth.

Person Responsible: Sarah Whitaker (sarah.whitaker@polk-fl.net)

By When: Beginning by the 3rd week of school, after Achieve LevelSet assessments have taken place.

#3. Instructional Practice specifically relating to Math**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.

A critical area of focus is Math proficiency. Historically, our Math proficiency numbers have not increased significantly. Over the last 4 years, we have earned a proficiency level between 16% and 27%. This year we earned an overall proficiency level of 24%. Approximately 61% of our Algebra students and 48% of our Geometry students earned a Level 1 on the Spring BEST Math assessment.

Measurable Outcome:

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

Spring 2024 BEST Math data will show a minimum of +3% proficiency increase in Algebra and Geometry testing.

Monitoring:

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

District quarterlies as well as classroom assessment data will be used to track progress toward our goal of 27% proficiency on spring assessments.

Person responsible for monitoring outcome:

Derek Hicks (derek.hicks@polk-fl.net)

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.)

The Math 180 Program, adopted last year by Polk Schools, will be used as our primary intervention to improve Algebra scores. We will also continue using the district's ARC process for ensuring we meet the instructional benchmarks and provide students with equivalent experiences, daily.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The Math 180 Program will be provided to fill in the gaps that our students have in math proficiency. Our hope is that by back-filling these proficiency gaps with a system that works, we will be giving our students a better chance at success on the algebra 1 EOC. By providing EE's (using the ARC planning process) we will be preparing our students for items they will be tested on in the spring.

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.

Admin and district curriculum specialist will lead planning teams in using the ARC to plan EEs and ensure benchmarks are met.

Person Responsible: Derek Hicks (derek.hicks@polk-fl.net)

By When: Weekly PLCs

Math interventionist will analyze data to identify the students who are just below proficiency and begin intervention cycles with them.

Person Responsible: Derek Hicks (derek.hicks@polk-fl.net)

By When: Beginning in September, through 6-week cycles.

This year we have included a Foundational Skills in Math class that our historically low achieving students will take along with Algebra 1. In this class, students will be using the Math 180 program.

Person Responsible: Derek Hicks (derek.hicks@polk-fl.net)

By When: Built into master schedule; year-long course.

Admin will monitor instruction (through standards-based instruction walks) to ensure EEs created during planning are presented to students and that they are working on them independently (as they will on the BEST Alg/Geo assessments). Admin will monitor the delivery of benchmark-based instruction and provide timely feedback to teachers which improves their instructional practice.

Person Responsible: Ryan Vann (ryan.vann@polk-fl.net)

By When: Weekly through April.

Admin, math interventionist and district support will lead teachers in analyzing quarterly assessment data, looking for high and low proficiency benchmarks, and providing remediation and acceleration where needed.

Person Responsible: Derek Hicks (derek.hicks@polk-fl.net)

By When: During the next Thursday planning session after each quarterly score report is available.

Using Title 1 funds, Chief Training tutors (math certified teachers) will be compensated for providing remediation after school to our students struggling with Algebra and Geometry benchmarks.

Person Responsible: Sarah Whitaker (sarah.whitaker@polk-fl.net)

By When: September through April; Algebra/Geometry offered 2x per week after school.

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).

Ongoing conversations during leadership meetings (school-based), Title I Comprehensive Needs Assessment (CNA), Data Com, Summer Leadership Academy/Retreat, School Improvement Plan Meetings/Trainings, PURE Process, Regional and Office of School Transformation review SIP plans.

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.

In addition to the following places, times and events, school leadership will keep the SIP in the forefront of our actions, and will share goals, progress and changes (as applicable) in conversations with parents, community members, teachers and other stakeholders.

School Webpage: <https://lgbraves.polkschoolsfl.com/>

District Webpage: <https://polkschoolsfl.com/>

PEN Notebook located in the main office of LGHS

Parent/Family/Community Input Meetings (1x per semester)

Annual Meeting (1x per year)

Website updates (including SIP) shared via social media (Twitter, Instagram and Facebook)

SAC Meetings, when changes made (1x per month)

Parent Portal Links

Parent Portal Emails

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))

LGHS teachers will provide specific feedback on student progress through Parent Portal and will develop positive relationships through conferencing, emails and phone calls. Teachers will strive to keep parents informed of current information, projects, resources and upcoming classroom events. School leadership will continue to use social media as a platform for communicating positive news and events to our community. School leaders will keep our webpage (<https://lgbraves.polkschoolsfl.com/>) up to date, and will direct parents there via social media and portal messages.

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))

LGHS staff will strengthen our academic programs by supporting our teachers' creation of rigorous assignments to teach the subject area benchmarks to mastery, using technology to enhance instruction, and challenging students with high expectations in every class. We will increase student capacity this year by building in time to teach students self-monitoring and organizational skills, including the use of the calendar feature on Schoology, and the schoolwide use of the course, "Smoke Signals." Every student is given the opportunity and encouraged to take an AP or DE class while at LGHS. They are also given multiple opportunities to earn industry certifications in various career academies. Title 1 funds allow us to provide students and teachers with the following resources: behavior interventionist, reading interventionist, math interventionist, literacy coach, student success coach, extended learning opportunities (Chief Training), and supplemental classroom resources for student success.

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))

Ongoing conversations during leadership meetings (school-based), Title I Comprehensive Needs Assessment (CNA), Data Com, Summer Leadership Academy/Retreat, School Improvement Plan Meetings/Trainings, PURE Process, Regional and Office of School Transformation review SIP plans.

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))

LGHS supports the mental wellness of all of our students and staff. Last year, over 90% of our staff were trained in Mental Health First Aid. We have staff on site that offer specialized assistance including our mental health facilitator, school nurse and guidance counselors. We use <https://polkschoolsfl.com/mentalhealth> as a resource for our students and staff.

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))

LGHS has a history of offering many postsecondary opportunities in conjunction with the fulfillment of high school requirements. Last year alone, our students earned 452 industry certifications through our career academies. We offer many dual enrollment opportunities and AP courses. Awareness of the importance of postsecondary preparedness has grown over the last few years, as our Legacy Leaders Ceremony has become the pinnacle of senior success and celebration. Each year our seniors are recognized for their postsecondary plans. As part of our PFEP, we are offering transition nights that focus on "Becoming a Legacy Leader." Students and parents learn what it means to be a legacy leader, along with the high school graduation requirements and all of the opportunities we offer students to be immersed in the postsecondary coursework while in high school, or at least have a postsecondary plan for success before high school graduation.

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).

Positive Behavior Interventions and Supports (PBIS) methods are implemented through school programs such as our Brave Award and Brave Bucks incentive programs. We have seen the positive impact these programs have on students who may have otherwise fallen through the cracks. In order to be more inclusive and make sure all groups of students are recognized, we are creating silos to pull Brave Awards from. For instance, we will encourage sports teams, academies, clubs and organizations to refer a student every month. We will also be intentional in the way we communicate the purpose of this program to our teachers. We will continue to have community organizations donate gift cards and coupons as incentives for our students who display positive school behavior. Teachers use both programs to promote positive school behavior through sending Brave Award nominees or by rewarding students with Brave Buck currency to be redeemed through our PBIS store and recognition on social media outlets. Through these programs, students strive to demonstrate positive behavior throughout campus and contribute to an ongoing positive learning environment. We also have a tiered support plan for attendance concerns this year (see action steps for goal # 3).

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))

This year, teachers will take part in professional development on student-led conferencing. We will focus on this effective method of communicating with families, while also building student capacity and ownership of learning. The format for this PD is through workshops beginning during pre-planning week, led by our instructional coach, Dr. Harris. As part of this PD, teachers will be using data tools to develop their student portfolio plans. Throughout the year, during PLCs, administrators will be leading data chats based on formative and summative data gathered during instruction.

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