

Polk County Public Schools

Lake Region High School



2023-24

Schoolwide Improvement Plan (SIP)

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Lake Region 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.

The mission of Lake Region High School is to ensure a safe and caring environment that promotes learning with high expectations and encourages every student to realize his/her fullest potential.

Provide the school's vision statement.

The vision of Lake Region High School is that all students will be prepared for success in college and/or careers through an effective system of academic and career-based programs.

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
Hardee, Amy	Principal	<p>Amy Hardee, Principal, has 29 years of experience in education and has served as an administrator for 13 years. She sets the vision for Lake Region High School through shared discussions along with providing instructional leadership, as well as planning, coaching and monitoring for instructional staff. Supervises the development and maintenance of a strong infrastructure, ensures that the school-based team implements protocols with fidelity, conducts assessments of school staff, ensures implementation of intervention support with fidelity, facilitates and participates in professional learning, develops a school-wide culture of expectation, ensures resources are assigned to the areas with most need, and communicates with all stakeholders. Supports a leadership protocol where decision-making is shared among the five administrators through specific, assigned distributive leadership roles and responsibilities. This includes shared responsibility for providing planning, coaching, monitoring, and evaluating instructional staff, as well as modeling appropriate practices and providing a safe and orderly environment. Directly oversees the Spanish, MJROTC, all Arts Departments, Virtual Lab Paraprofessionals, Support Staff, and Administrative Team, as well as Athletics, Guidelines, School/Community Relations, Social Media, Finance/Payroll/Budgeting, Safety Response, Staffing and Teacher Evaluation alignment.</p>
Patterson, LaSabra	Assistant Principal	<p>Dr. LaSabra Patterson, Assistant Principal of Curriculum, has 26 years of experience in education and has served as an administrator for 13 years. She works to ensure curriculum is implemented with fidelity and appropriate materials are provided for teachers to ensure student engagement and to warrant an equivalent experience. Serves to plan, coach, and monitor instructional practices for assigned areas of distributive leadership. Assists in providing a common vision for the use of data-based decision making and modeling the problem-solving process. Implements progress monitoring, data collection, and data analysis, as well as maintains processes for master scheduling, diagnostic testing/ progress monitoring and ARC implementation. Oversees the English/ Language Arts Department and Reading Department, as well as Support Staff, Academics & Compliance, FTE Protocols, Grading Systems, Media Services, New Teacher Programs, Professional Learning, and Substitute Protocols.</p>
Ambrose, Angie	Assistant Principal	<p>Angie Ambrose, Assistant Principal of Curriculum, has 12.5 years of experience in education and has served as administrator for 1 year. She assists in providing a common vision for the use of data-based decision making, models the problem-solving process; assists in the design and implementation for progress monitoring, data collection, and data analysis. Coordinates graduation coach tasks to ensure students are on track for graduation and ensure teachers provide student engagement and equivalent experience, as well as serves to plan, coach, and monitor instructional practices for assigned areas of distributive leadership. Develops and maintains a strong infrastructure for graduation, college, and career resources to further assist the principal to ensure students</p>

Name	Position Title	Job Duties and Responsibilities
		graduate with a standard high school diploma and a pipeline to their next step, as well as maintains process for master scheduling and data-based decision making. Oversees the Guidance Department, Social Studies and IND Exceptional Student Education Departments, as well as Acceleration, AVID, College & Career Preparation, Guidance Services, ELL Programs, ESE Services, Graduation/Thunder College, Scheduling, Support Staff, Student Activities/Recognitions, and Transportation.
Lambert, Seth	Assistant Principal	Seth Lambert, Assistant Principal of Administration/Head of Program, has 23 years of experience in education and has served as administrator for 17 years. He assists in various ways to provide a common vision for the use of data-based decision making, as well as planning, coaching and monitoring for specific content areas' instructional practices. Works to ensure curriculum is implemented with fidelity and appropriate materials are provided for teachers to ensure student engagement, as well as to plan, coach, and monitor instructional practices for assigned areas of distributive leadership. As Head of Program, he coordinates district and industry activities for all Career Academies. Communicates regularly with parents and district support staff concerning student attendance concerns. Oversees the Career Academies/Technical Education Department, and Math Department, as well as Title I, Health Services, Support Staff, Volunteer Programs, and school-wide processes for student attendance, identification badges and incentives.
Roundtree, Ronald	Assistant Principal	Ronald Roundtree, Assistant Principal of Administration, has 23 years of experience in education and has served 3 years serving as an administrator assists in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources, maintains facilities, and custodial operations; and further assists the principal to ensure the school is safe and orderly to foster a sound learning environment. Communicates with parents in the midst of working to maintain discipline, behavior intervention and safety protocols and to ensure a safe and orderly environment. Ensures curriculum is implemented with fidelity and appropriate materials are provided for teachers to ensure student engagement, as well as to plan, coach, and monitor instructional practices for assigned areas of distributive leadership. Oversees the Science and Physical Education Departments, all well as all School-wide Discipline, Duty Assignment, ESSA, Facilities, Inventory, Safety, and Security Protocols, in addition to Custodial Services, Marquee Maintenance, and Support Staff.
King, Jermain	Dean	Jermain King, Dean of Students, has 11 years of experience in education and serves to provide services for student discipline and facilities maintenance. Works to ensure order to allow learning to take place. Oversees the maintenance of discipline process/record-keeping, parent communication, student investigations and student transportation. Works directly with the Assistant Principal of Administration and School Resource Deputy to ensure a safe and orderly environment.

Name	Position Title	Job Duties and Responsibilities
Ross, Ariel	Dean	Ariel Ross, Dean of Students, has 17.5 years of experience in education and serves to provide services for student discipline and facilities maintenance. Works to ensure order to allow learning to take place. Oversees the maintenance of discipline process/record-keeping, parent communication, student investigations and student transportation. Works directly with the Assistant Principal of Administration and School Resource Deputy to ensure a safe and orderly environment.
Thomas, Curtis	Dean	Curtis Thomas, Dean of Students, has 25.5 years of experience in education and serves to provide services for student discipline and facilities maintenance. Works to ensure order to allow learning to take place. Oversees the maintenance of discipline process/record-keeping, parent communication, student investigations and student transportation. Works directly with the Assistant Principal of Administration and School Resource Deputy to ensure a safe and orderly environment.
Harris, Vincent	Administrative Support	Vincent Harris, Behavior Interventionist, has 19 years of experience in education and serves to provide services for student discipline maintenance. Works to help ensure order to allow learning to take place. Assists in supporting a common vision with fostering school culture, monitoring facilities and enforcing discipline protocols, as well as parent communication, student investigations and student conferences. Works directly with the Assistant Principal of Administration, Deans and School Resource Deputy to ensure a safe and orderly environment.
Conoly, Cynthia	School Counselor	Cynthia Conoly, Professional School Counselor, has 3 years experience in education and serves to provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.
Moreno-Valenzuela, Erica	School Counselor	Erica Moreno-Valenzuela, Professional School Counselor, has 11 years of experience in education and serves to provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.
Thompson, Barbara	School Counselor	Barbara Thompson, Professional School Counselor has 22 years of experience in education and serves to provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success. Serves as College & Career Coordinator, promoting all aspects of college and career preparation and advancement.

Name	Position Title	Job Duties and Responsibilities
Threatt, Stacey	School Counselor	Stacey Threatt, Professional School Counselor, has 23.5 years of experience in education and serves to provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success. Serves as Lead Counselor/Guidance Department Chair, promoting all counseling and secondary scholastic services.
Barrand, Angela	Administrative Support	Administrative Support/LEA Facilitator Angela Barrand, LEA Facilitator has 17 years of experience in education and serves to coordinate and facilitate activities in Exceptional Student Education (ESE). Participates in student data collection, integrates core instructional activities/materials/instruction in tiered interventions, supervises inclusion education teachers, collaborates with general education teachers, oversees Individual Education Plan (IEP) compliance, student IEP maintenance, and student testing waivers.
Bien-Aime, Veronica	Administrative Support	Veronica Bien-Aime, Student Success Coach, has 10 years of experience in education and serves to facilitate literacy operations to manage student needs and provide academic development and coaching support for students toward meeting graduation requirements and all aspects of academic achievement.
Perez, Emelia	Administrative Support	Emelia Perez, Student Success Coach, has 21 years of experience in education and serves to provide ongoing student support for at-risk students related to multiple pathway options. Communicates regularly with Attendance Administrator regarding student attendance concerns and school-wide interventions.
Harris, Debra	Administrative Support	Debra Harris, Reading Interventionist, has 17 years of experience in education and serves to facilitate ELA/Language Arts Department operations to provide assistance for student learning regarding all aspects of Literacy. Provides push-in and pullout support for ELA/Reading students and those identified with specific needs. Assists in supporting a common vision with the use of data collection, data analysis, data-based decision making, and problem-solving. Helps prepare for and implement fidelity checks, progress monitoring, and standardized assessment in ELA/Reading.
Yerkes, Kyle	Administrative Support	Kyle Yerkes, Reading Coach, has 9 years of experience in education and serves to facilitate literacy operations to manage student needs and provide professional learning and coaching support to teachers regarding Reading in the content areas and all aspects of literacy. Provides modeling and coaching cycle sessions for Category I Teachers and those identified by administrator with specific needs.

Name	Position Title	Job Duties and Responsibilities
Bailey, Roger	Administrative Support	Roger Bailey, Mathematics Interventionist, has 7 years of experience in education and serves to facilitate Math Department operations to provide assistance for student learning regarding all aspects of Math. Provides push-in and pullout support for Math students and those identified with specific needs. Assists in supporting a common vision with the use of data collection, data analysis, data-based decision making, and problem-solving. Helps prepare for and implement fidelity checks, progress monitoring, and standardized assessment in Mathematics.
Ferriolo, Dawn	Administrative Support	Dawn Ferriolo, Mathematics Coach, has 17 years of experience in education and serves to facilitate Math Department operations to help manage student needs and provide professional learning and coaching support to teachers regarding all aspects of Math. Provides modeling and coaching cycle sessions for Category I Teachers and those identified by administrator with specific needs.
	Administrative Support	TBA, Science Interventionist, has ? years of experience in education and serves to facilitate Science Department operations to provide assistance for student learning regarding all aspects of Literacy. Provides push-in and pullout support for Science students and those identified with specific needs. Assists in supporting a common vision with the use of data collection, data analysis, data-based decision making, and problem-solving. Helps prepare for and implement fidelity checks, progress monitoring, and standardized assessment in Science.
Chase, Rachel	Administrative Support	Rachel Chase, Testing Coordinator, has 11 years of experience in education and facilitates all aspects of test coordinating, management and operations to meet student needs. Provides support for teachers and students regarding all testing protocols. Collaborates with the testing administrator to create school-wide testing protocols and scheduling. Works closely with the network manager for device maintenance and distribution, as well as the LEA and ESOL facilitators to ensure student accommodations are incorporated.
Courrege, Nicholas	Instructional Technology	Nicholas Courrege, Network Manager, is a beginning educator and serves to develop and broker technology necessary to manage and display data for various educational processes. Provides professional learning and technical support to teachers, staff, and students regarding data management, graphic display and overall technology systems management and maintenance. Works closely with the Head of Schools to plan and implement One-To-One Rollout and maintenance. Oversees school-wide IT processes, teacher technology coaches, ID badge processing, school newsletter production, and social media account management.
Huether, Christina	Instructional Media	Christina Huether, Media Specialist, has 4 years of experience in education and serves to facilitate all aspects of Library Services & Media

Name	Position Title	Job Duties and Responsibilities
		Operations to manage teacher and student resource needs. Provides classroom support for teachers regarding all content areas and all aspects of college and career development.
Richardson, Crystal	Administrative Support	Dr. Crystal Richardson, College & Career Coach and AVID Coach/Coordinator has 20 years of experience in education and serves to facilitate all aspects of AVID, an in-school academic college prep support program for grades 9-12 that prepares students for college eligibility and success. AVID is an acronym that stands for Advancement Via Individual Determination and provides class-wide support for students regarding all aspects of college and career development with the mission of closing the achievement gap by preparing all students for college readiness and success in a global society as a college readiness system that takes students with the potential and determination to go to college and supports their academic success in the rigorous courses required to get into those four year universities. Helps students learn skill sets (purposeful note-taking, organization, public speaking, responsibility, etc.) necessary to be successful in those rigorous courses in an atmosphere of positive peer pressure for the students, so that they are pushing each other to strive for success through an elective class, as well as school-wide initiatives.

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.

The process for involving stakeholders begins with administrator and support staff review of previous year's data during SIP district training to determine the school's overall status. Support Staff pulls detailed data from the previous school year to be used in drafting. From there, focus areas are identified and the drafting process began. Teachers and school staff are briefed during preplanning week and allowed to submit input. During the initial School Advisory Council meeting, parents, students, community members and serving staff receive and oral presentation and are provided a written overview of the early SIP draft with the opportunity to provide input.

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))

Processes used to monitor the SIP include classroom walkthroughs, student progress monitoring/standardized testing results, collaborative common planning, staff/stakeholder/student feedback. Data will be shared with the leadership team as available, to be reviewed during week meetings. Criteria used by the Leadership Team to make adjustments include focusing on student needs with the best mode of operation being pursued—includes for practice in aiding students, the use of academic interventionists,

academic coaches and teachers to provide additional support through targeted support as push-ins, pullouts, and extended learning; includes for teacher support the use of academic coaches and administrators to provide planning supporting, brainstorming, coaching cycles/modeling for those in need; and includes for SIP documentation, routinely makes updates as a living document as needed.

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	Yes
2022-23 Minority Rate	77%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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)* 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: D 2019-20: I 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*	26	38	50	26	41	51	23		
ELA Learning Gains				36			27		
ELA Lowest 25th Percentile				32			25		
Math Achievement*	13	24	38	13	35	38	14		
Math Learning Gains				30			18		
Math Lowest 25th Percentile				49			21		
Science Achievement*	38	50	64	33	26	40	42		
Social Studies Achievement*	31	50	66	32	39	48	44		
Middle School Acceleration					41	44			
Graduation Rate	79	84	89	89	52	61	93		
College and Career Acceleration	41	54	65	47	55	67	52		
ELP Progress	23	40	45	18			52		

* 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)	CSI
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	251
Total Components for the Federal Index	7
Percent Tested	96
Graduation Rate	79

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	37

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	405
Total Components for the Federal Index	11
Percent Tested	96
Graduation Rate	89

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	27	Yes	2	1
ELL	25	Yes	4	2
AMI				
ASN				
BLK	34	Yes	3	
HSP	36	Yes	2	
MUL	38	Yes	2	
PAC				
WHT	41			
FRL	33	Yes	2	

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	1	
ELL	31	Yes	3	1
AMI				
ASN				
BLK	33	Yes	2	
HSP	35	Yes	1	

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	17	Yes	1	1
PAC				
WHT	44			
FRL	37	Yes	1	

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	26			13			38	31		79	41	23
SWD	12			8			26	17		11	6	
ELL	10			7			27	25		31	7	23
AMI												
ASN												
BLK	28			9			36	20		32	6	
HSP	26			11			35	35		39	7	30
MUL	17			8							3	
PAC												
WHT	25			21			41	37		48	6	
FRL	25			11			34	31		34	7	24

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	26	36	32	13	30	49	33	32		89	47	18
SWD	14	35	34	12	42	63	24	16		89	26	
ELL	6	32	29	12	36	57	22	16		80	30	18
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	21	28	24	6	29	50	23	30		89	30	
HSP	24	38	30	12	30	50	31	25		92	45	8
MUL				17								
PAC												
WHT	36	37	42	20	31	42	44	43		87	59	
FRL	23	34	31	12	28	49	32	28		87	46	

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	23	27	25	14	18	21	42	44		93	52	52
SWD	12	26	24	13	22	27	18	22		94	13	
ELL	8	22	29	5	17	22	24	24		94	35	52
AMI												
ASN												
BLK	17	26	14	8	16	33	33	35		93	39	
HSP	21	29	26	14	16	16	38	44		92	52	57
MUL	10			30						100	80	
PAC												
WHT	32	24	36	17	20	18	51	49		91	59	
FRL	20	26	27	13	16	21	35	39		92	45	53

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	28%	40%	-12%	50%	-22%
09	2023 - Spring	26%	39%	-13%	48%	-22%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	10%	37%	-27%	50%	-40%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	22%	37%	-15%	48%	-26%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	38%	50%	-12%	63%	-25%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	31%	49%	-18%	63%	-32%

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.

Algebra I showed the lowest performance. Factors that contributed to laster year's low performance includes lack of adequate preparation of lessons by teachers, non-targeted approach, non-standards aligned lesson and activities, and student excessive attendance problems as well as lack of adequate assessments throughout the course and not enough checks for understand,ing ad use of data to drive instruction. Continuous trends reflected non-compliance of the standard for teacher and student use, then lack of assessments/use of data to inform instruction. (79% LV1; 9% LV3+)

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

Algebra I showed the greatest decline from the prior year. Factors that contributed to this decline include: students' lack of foundational skills to help grasp learning through the building blocks of math, as well as non-standards aligned lessons/activities, and lack of equivalent experience provided for students. (minus 4)

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.

Algebra I showed the fgreatest gap when compared to the state average. Factors that contributed to this gap include inadequate preparation of lessons by teachers, scattered approaches/lack of planning, non-aligned lessons and activities, as well as inadequate or no assessments throughout the course which all are noted trends. (minus 45)

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

Geometry showed the most improvement with an 11 point gain, from 12% to 23%. New actions included requiring lesson plans, use of ARC Frameboard, and hiring of new staff.

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

Potential areas of concern:

Excessive non-attendance

High course failures (coupled with other data supporting high courses passers due to grade recovery)

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

1-Graduation (Are you READY? promotion)

2-Positive Culture & Environment/Student Engagement (maintaining previous work done)

3-Mathematics Achievement

4-Students Falling through the Crack

5-Adequate Staffing (some still don't see/believe where we are; lack of urgency to move the school/still adult centered approach taken by some)

Area of Focus

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

#1. Instructional Practice specifically relating to Coaching**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.

Cultivate building a culture of continuous improvement that enhances active cognitive engagement and critical thinking where students will improve in academic proficiency through the integration of targeted coaching and implementation of literacy in content areas. Includes improving teacher capacity to deliver sound instruction, remediation, and support for planning to teach the state benchmarks/standards, industry standards, and AP/college dual enrollment standards; including various modalities of responses to intervention and other supports to increase student learning, growth and retention of learning.

The rationale is to address classroom observations which repeatedly yield low student engagement, lack of formative assessments, and ARC framed lessons not going beyond approaching, keeping students from having equivalent learning experiences.

Measurable Outcome:

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

Coach teachers to improve instruction, literacy across content areas, core instruction, and increase proficiency by at least 5% in ELA/Mathematics/Science/Social Studies using:

*Coaching Logs as documentation for providing teacher coaching support

*Schedules created strategically based on student need within a master schedule built with student-centered focus of needs related to meeting graduation requirements and creating a pipeline to the next step

*Data disaggregation of common assessments/progress monitoring

*Observations of standards-based instruction conducted by administrators, minimum of 6 per week with 2 as a team

*Data Walls posted in common areas/teacher planning areas by department

Monitoring:

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

Monitoring will be completed through various means, including:

*Instructional Review Visits to core content classrooms by State/District/School Administrators

*School Administrator Observations

*District Support Observations

*Academic Coach & Interventionist Observations

*Quarterly Progress Monitoring Data

*Coaching cycles with fidelity checks by administrators and instructional coaches

*Feedback from district support, instructional coaches, and other interventions as needed

Person responsible for monitoring outcome:

Amy Hardee (amy.hardee@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.)

LRHS will incorporate literacy strategies in core content areas since students benefit from ongoing instruction and practice in English Language Arts/Mathematics/Science/Social Studies that enable them to meet the demands of college, career, and good citizenship which all require literacy proficiency. Incorporating strategies to ensure all students develop high levels of literacy requires making a concerted/ coordinated effort to improve students' proficiency as readers, writers, and critical/creative thinkers which makes possible increased student achievement in all content areas, which leads to higher graduation rates. LRHS has a focus to teach students how to transfer literacy skills across all content areas strategically, analytically, and fluently when confronted with advanced texts/problem-solving. In multiple studies/policy reports, literacy or the lack of literacy has been closely linked to dropout rates, discipline issues, grades, employability, college success, and civic participation. If a student struggles as a reader/writer, it is nearly impossible to succeed academically.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By planning, implementing, and troubleshooting standards-based literacy improvement efforts through coaching that meet the needs of all students, LRHS can improve student achievement in core content areas, as a systemic literacy improvement effort can be a powerful lever for school improvement. The Rationale for a school-wide focus on Literacy provides summary evidence that schools that improve literacy have a better chance of graduating students who are active learners/proficient readers/fluently writers. LRHS prioritized instructional practice around coaching for standards-aligned instruction to better prepare all content area teachers and to help provide equivalent experience for students. Strong research evidence shows increases in graduates, more engagement by students and teachers, and improved test scores as key outcomes when literacy instruction is effective. Coaching teachers with fidelity build their capacity to do so. A sustained focus on coaching can be used to ensure teachers are prepared to help students meet their future with success.

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.

To provide support for all teachers, Amy Hardee, Principal will create a Tier of Teacher Support and Calendar of Supports, then provide Coaching Logs for administrators and support staff to use as documentation for providing coaching based on Leadership Team/District Support observation, response to data, and immediate need. Coaching Interactions will unfold solo or as combinations of:

*Observation (O)

*Tracking (T)

*Modeling (M)

*Co-Teaching (CT)

*Co-Planning (CP)

*In the Moment (ITM)

*Video Coaching (VC)

*Reflective Feedback (RF)

Follow up will be provided by Leadership Team of findings during coaching related to trends and needs during weekly leadership team meetings, then this information used to have coaching conversations with teachers and/or to collaborate on/plan for/make adjustments to instruction.

Person Responsible: Amy Hardee (amy.hardee@polk-fl.net)

By When: Coaching cycles throughout the school year to help improve instructional practices with training and modeling of use during first two to three weeks of school with full implementation by September 1 through year end, May 2024.

LaSabra Patterson in coordination with Amy Hardee and other school & district administrators will schedule professional learning opportunities during weekly PLCs at common planning time, including training on ARC protocols/refreshers, standards alignment, disaggregation of data to inform instruction, and assessments. Examples of goals include for teachers to infuse curriculum rich vocabulary, provide visual references inside the learning environment, provide hands-on learning/labs and incorporate the use of manipulatives in Math classes, as created within highly-aligned grade-level lesson plans created with a focus on providing students with equivalent experience. Topics covered will correlate with data from coaching/modeling support provided by leadership team members, as well as include requirements and/or suggestions from state and district level support.

Person Responsible: LaSabra Patterson (lasabra.patterson@polk-fl.net)

By When: Created to begin the second week of school and unfolding the entire school year through May 2024.

Angie Story, Assistant Principal of Curriculum will develop a master scheduling model strategically created based on student need, including common planning by departments. Administrators Amy Hardee and LaSabra Patterson will tweak the existing building layout by department by to accommodate proximity room assignments within buildings by common teaching assignments to support more collaboration opportunities and collegiality among teachers with the same teaching assignments. These arrangements also allow for ease of movement for modeling/coaching by administration and support staff.

Person Responsible: Angie Ambrose (angie.ambrose@polk-fl.net)

By When: Starting August 2023 with adjustments as needed throughout the school year, ending May 2024.

To provide support for ELA/Reading teachers, Assistant Principal LaSabra Patterson, Reading Coach Kyle Yerkes and Reading Interventionist Debra Harris along with district curriculum & instructional support staff will plan weekly with ELA/Reading teachers to leverage ARC protocols. Highly aligned on grade level plans will be created focusing on students equivalent learning experiences for students. Focus on writing/coaching/PM data to inform instruction and support standards instructional alignment during English planning. Similar support is provided for Reading in two planning groups, Corrective Reading to provide targeted support by level, helping students to achieve grade level reading; and Intensive Reading supports geared toward helping students achieve a concordant score on ACT/SAT. Training/Refreshing Reading teachers how to use Achieve 3000 & SRA resources to improve literacy skills to achieve mastery on state/national Reading test graduation requirements; training with contracted vendors to train teachers to use resources appropriately and fully to provide student equivalent experience.

Person Responsible: LaSabra Patterson (lasabra.patterson@polk-fl.net)

By When: Starting August 2023 to have students prepared to perform with proficiency on Spring 2024 testing and/or achieve a Reading concordant score by May 2024.

To provide support for Mathematics teachers, Assistant Principal Seth Lambert, Math Coach Dawn Ferriolo and Math Interventionist Roger Bailey along with district curriculum & instructional support staff will plan weekly with Algebra and Geometry teachers to leverage ARC protocols. Highly aligned on grade level plans will be created focusing on students equivalent learning experiences for students. They will provide coaching assistance/modeling and disaggregation of Progress Monitoring Data to inform instruction, as well as incorporate training for and use of manipulatives to improve understanding of math concepts and increase student engagement and proficiency. In addition, provide after school tutoring sessions to prepare for ACT/SAT/PERT testing by the Math Coach and as needed, push-in and pullouts to provide student assistance by the Math Interventionist.

Person Responsible: Seth Lambert (seth.lambert@polk-fl.net)

By When: Starting August 2023 to have students prepared for perform with proficiency on Spring 2024 testing and/or achieve a Math concordant score by May 2024.

To provide support for Science teachers, Assistant Principal Ronald Roundtree, along with the Science Interventionist to be hired and district curriculum & instructional support staff will plan weekly with Biology teachers to leverage ARC protocols. Highly aligned on grade level plans will be created focusing on students equivalent learning experiences for students. They will provide coaching assistance, modeling 5E instructional practices, and disaggregation of Progress Monitoring Data to inform instruction, as well as incorporate hands-on lab experiences to improve understanding of Biology concepts and increase student engagement and proficiency; and as needed, push-in and pullouts by thr Science Interventionist to provide student assistance.

Person Responsible: Ronald Roundtree (ronald.roundtree@polk-fl.net)

By When: Starting August 2023 to have students prepared for perform with proficiency on Spring 2024 testing.

To provide support for Social Studies teachers, Assistant Principal Angie Ambrose along with district curriculum & instructional support staff will plan weekly with United States History teachers to leverage ARC protocols. Highly aligned on grade level plans will be created focusing on students equivalent learning experiences for students. They will provide coaching assistance, modeling DBQs and disaggregation of Progress Monitoring Data to inform instruction, and increase resources with Plan/Do/Check/Act, as well as incorporate targeted district support and invitations for cadre participation to improve understanding of United States History concepts and increase student engagement and proficiency.

Person Responsible: Angie Ambrose (angie.ambrose@polk-fl.net)

By When: Starting August 2023 to have students prepared for perform with proficiency on Spring 2024 testing.

*Coaching Logs as documentation for providing teacher coaching support

Person Responsible: Kyle Yerkes (kyle.yerkes@polk-fl.net)

By When: End of each Month through April 2024

*Data disaggregation of common assessments/progress monitoring department

Person Responsible: Rachel Chase (rachel.chase@polk-fl.net)

By When: Routinely by end of each month upon closing of test window and/or of receiving; may be presented in leadership meetings and/or sent digital to administration and support staff for review/to inform coaching support

*Observations of standards-based instruction conducted by administrators, minimum of 6 per week with 2 as a team, posted using SBI Tool

Person Responsible: Amy Hardee (amy.hardee@polk-fl.net)

By When: Weekly by Friday, through May 2024

*Data Walls posted digitally or in common areas/teacher planning areas by department to provide regular trends of standards-based instruction taking place campus-wide

Person Responsible: Jermain King (jermain.king@polk-fl.net)

By When: Monthly through May 2024

#2. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

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

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

Lake Region High School nurtures a positive school culture and environment that focuses on graduation for all students while increasing stakeholder involvement with the school community to improve student engagement and integrate effective support for career preparation to increase college & career readiness through learning state standards, entry level college skills, and industry certification requirements intertwined within acceleration programs and strategies, such as dual enrollment, advanced placement courses, and earning industry certification testing. The strategic focus this year on building positive school culture is asking:

Are You Ready? with an emphasis on preparing for commencement and every student being aware of graduation requirements, being able to look in the mirrors around campus with the question posed as reminders, and then preparing to meet the challenge when stepping into each of his/her seven classes with an assuredness that 1)I will graduate with a standard and 2)I will have plan for my next step.

In addition, the designated College & Career Coach/AVID Coordinator oversees schoolwide activities for students to become more aware of opportunities beyond high school and to develop post-secondary plans for continued success in their future, including recognition of workplace safety and disciplinary protocols, soft skills activities, Reach Higher College & Career Planning pursuits/recognitions, and school-wide branding to increase awareness. Activities include but are not limited to Lunch-Learn Counselor Corner Sessions, classroom counselor lessons, one-on-one counseling, small group lessons, workshops, participation in district-wide virtual or other field trips, as well as various career-related activities during Reach Higher Week and other college and career awareness activities.

The rationale is to address dropouts, not tracking next school, use of Edgenuity for credit recovery, and poor attendance, ultimately giving students something to look forward to--a standard high school diploma and a pipeline to their next step with increased opportunities for acceleration/earning industry certifications.

Measurable Outcome:

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

Increase student awareness of graduation requirements, ultimately increasing the number of students graduating with a standard diploma and participating in college and career preparation activities, including enrollment in advanced placement (AP), dual enrollment (DE) and career & technical education (CTE) courses, as well as attending college visits following the tenets of an early-college high school for increasing students' career readiness while maintaining safety protocols within the school culture. Help students gain more ownership of their education through authentic engagement in preparing for graduation and career readiness, and the correlation to their learning and modeling of safety protocols in school to those expected in the workplace and higher learning institutions. Make a 5% change in the: 1) increased number of students with ID badges, 2)decreased dropout rates, 3)increased senior/junior conferences, and 4)increased testing opportunities for Algebra, English/Language Arts, industry certifications, dual enrollment, AP courses, and ASVAB tests.

Monitoring:

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

Monitoring will be done through Scheduling Audits, HGI Reviews, Dropout Reports, Post-secondary Steps, and ACT/SAT/PERT participant statistics and results, as well as planned activities organized through AVID and school-wide related activities. Other feedback can be gained through surveying those involved, as well as administrator observations of data and resources purchased--including but not limited

to the MAC Computers purchased to support ITV Academy growth and HP Elitebooks purchased to build our Cybersecurity Program, as students use technology for test preparation for industry certification exams and also to use acquired skills to provide services for creating and editing videos/pictures. Surveys can be provided for students attending college visits, student feedback from pretests/posttests/self-reflections, as well as interest inventories given at strategic times during the school year to gauge growth in student knowledge about graduation and what they how to do after graduation.

Person responsible for monitoring outcome:

Angie Ambrose (angie.ambrose@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.)

Graduation is a culmination component of student success high school. The intentional engagement of students in the graduation process all four years of high school helps create their ownership in their own process and a positive bond between home and school. LRHS plans for various activities yearly to engage all stakeholders to aid in the process of effectively educating our youth. LRHS will provide acceleration opportunities for students that directly relate to College & Career Readiness which includes exposure to college beginning in ninth grade--Ex. college fairs, campus tours, guest speakers. The strategy being implemented for this Area of Focus. Education Commission of the States Database defines that early college high schools include at a minimum one semester of transferable college credit and collaborative partnerships among key leaders who are accountable for student success. LRHS provides these components, as well as curriculum articulation agreements with post-secondary institutions for Thunder College and opportunities for advanced placement credit and industry certifications as evidence-based practices supporting college and career readiness, early college high school expectations, increased outcomes, and support services.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for making student engagement a priority and involving parents, families and community members reverts back to the concept that it takes a village to raise a child. By also addressing external factors that affect student learning, we can better help them engage in collaborate learning processes. As a community school, LRHS encompasses what the Coalition for Community Schools promotes, Every Child Deserves Every Chance,

and how they define the type of school LRHS is becoming: Partnerships between school and community with an integrated focus on academics, youth development, family support, social services/community development, as it reaches families and community stakeholders through its uniquely equipped programs based on student need to develop an educated citizenry. Also to strengthen family and community while ultimately providing

for students a standard diploma and plan for a pipeline to their next step. Marzano research provides strong evidence to this effect.

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.

To provide a foundation for a positive culture and environment, Principal Amy Hardee created a focus for students to hone their thinking with the end in mind, asking about graduation, ARE YOU READY? She will create high visibility of the branding throughout campus of posters that include reminders of the question with all graduation requirements outlining a graduate image and a mirror to self-reflect while seeing various individuals asking, ARE YOU READY? Displays will be posted common areas, as well as other areas where students congregate and reminders/reviews given during student meetings. Student Success Coaches and the AVID/College & Career Coach will facilitate related activities that foster the mindset of preparing for graduation and seeing oneself in the picture. Coaches will provide grade level focused assemblies and project-based activities on early dismissal days, motivation speakers, and other college/career related concepts to increase student engagement and preparedness for graduation.

Person Responsible: Amy Hardee (amy.hardee@polk-fl.net)

By When: Starting the first day of school, continuing through the last day of school, May 2024.

To increase Student Engagement, Assistant Principal Angie Story will work along with Guidance Department Staff to:

1. Provide Graduation activities through focused special events/activities related to graduation, such as academic seminars, college prep/FAFSA workshops, parent & student resources, parent & student supplies, Thunderbration, guest speakers for specific contents and from various colleges, presenting various workshops--college application, essay writing, scholarships and Graduation 101.
2. Provide mentoring opportunities that included intentional focus on graduation
3. Host awards recognition, senior pinning Destination Ceremony, Signing Days, and Senior Awards Night/Underclassmen Awards programs.
4. Maintain HGIs as a system to get all students on a track to graduate and pursue a pathway to a career
5. Increase course offerings in AP/DE/CTE; ACT/SAT/AVAB prep and multiple pathway options for at risk students; Incorporate ACT/SAT preparation in English/Reading classes, including Chalk Talk implementation
6. Develop data learning repair through targeted support

Person Responsible: Angie Ambrose (angie.ambrose@polk-fl.net)

By When: By year end, May 2024

To prepare students for College & Career Readiness, AVID Coach Crystal Richardson will create events to help students become career ready and facilitate assistance provided by Leadership Team:

1. Create targeted Graduation activities through focused special events/activities related to college and career readiness for AVID students and special campus ARE YOU READY? events
2. Host guest speakers from various colleges and targeted workshops--completing college applications, writing the personal essay, applying for scholarships and 4-Year Planning for Graduation
3. Provide College & Career Lab presentations by professionals,
4. Incorporate more school-to-community and community-to-school activities with graduation emphasis

Person Responsible: Crystal Richardson (crystal.richardson@polk-fl.net)

By When: By year end, May 2024

To prepare students for College & Career Readiness in a positive culture & environment, Head of Programs Assistant Principal Seth Lambert will create avenues to help students engage in school better to become career ready:

1. Enhance student leadership through Career Academies
2. Increase CTE/Academy testing preparation, resources, field trips, advisory boards and shadowing experiences--provide transportation, student/chaperone admissions; increase technology;
3. Support student transitions; utilize Student Success Coaches, School Counselors, CTE instructors, Staff and Title I-funded personnel to make connections
4. Improve ID badge protocol for enhancing safety
5. Improve parent communication related to attendance using technology, USPS, social media, Schoology
6. Increase Career Academy test prep resources, industry certification offerings, technology

7. Maintain One-to-One Rollout

8. Support student transitions;utilize Student Success Coaches, School Counselors, CTE instructors, Staff and Title I-funded personnel to make connections

9. Improve parent communications regarding attendance using technology, USPS, social media, Schoology

10.Create more attendance awards/recognitions/incentives

11. Develop ways to incorporate ARE YOU READY? into attendance protocols to help students focus on graduation

Person Responsible: Seth Lambert (seth.lambert@polk-fl.net)

By When: By year end, May 2024

To increase Student Engagement in a positive culture and environment, Assistant Principal Ronald Roundtree will work along with three Deans and a Behavior Interventionist to:

1.Develop uniform systems for processing discipline referrals that includes targeted conversations with students about their reported behavior, what they should have done and what they will do the next time

2. Create ways to deploy support staff to consistently minimize skipping and engage students to be in class

3. Develop ways to incorporate ARE YOU READY? into discipline protocols to help students focus on graduation

Person Responsible: Ronald Roundtree (ronald.roundtree@polk-fl.net)

By When: By year end, May 2024

To increase Student Engagement in a positive culture and environment, Student Success Coach Veronica Bienaime will work along with Student Success Coach Emelia Perez to focus on graduation by:

1.Developing uniform Success Meetings with tiered support and flow charters based on early warning data current performance related to grades, discipline and attendance records

2.Create next steps with signable contracts/acknowledgements and a uniform reflection activity for each meeting/following/interaction with students

Person Responsible: Veronica Bien-Aime (veronica.bien-aime@polk-fl.net)

By When: By year end, April 2024

To increase Student Engagement in a positive culture and environment, Assistant Principal Seth Lambert will work along with the AVID Coach to incorporate elements of AVID school-wide, including WICOR strategies to help increase student engagement. He will development training for teachers that includes providing classroom resources for teachers to teach students to use WICOR across curriculum areas, as well as coaching teachers how to have targeted conversations with students to best support them to use the strategies and providing monitoring opportunities for teachers to observe structures in action during live instruction while substitute teachers are provided for participants.

Person Responsible: Seth Lambert (seth.lambert@polk-fl.net)

By When: Introduced Semester 1 with a refresher provided Semester 2

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**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.

Develop and implement structures to provide targeted support for continuous improvement to directly address ESSA subgroups being below 41%, including students who are:

- *African American (AA)
- *English Language Learners (ELL)
- *Hispanic (HSP)
- *Multiracial (MUL)
- *Students with Disabilities (SWD)

The rationale is based on data related to Attendance, Discipline, and Grading that needs to improve.

Measurable Outcome:

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

Provide additional supports for targeted subgroups to gain better proficiency on state testing and improve attendance while decreasing discipline to increase all subgroup proficiencies to 41% or better as evidenced through assessments.

Monitoring:

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

Monitoring will be done through Administrative planning/observations and coaching cycles/reviews with Support Staff, fidelity checks after scheduled workshops/trainings/related PLCs, follow-ups with intervention subs and other staff work with at-risk, and general protocols to review all structures implemented to support targeted learners for continuous improvement. Monitoring will also be done of program data and student participation/feedback through surveys.

Additional monitoring will be done through staff/speaker/student feedback/reflection activities, tracking participant data/student engagement, and comparing cause/effect participant data.

Person responsible for monitoring outcome:

Seth Lambert (seth.lambert@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.)

Provide additional supports for AA/ELL/HSP/MUL/SWD students to gain better proficiency on state testing and increase attendance, and decrease discipline as evidence of increased engagement with meeting graduation requirements. The Reading Interventionist will serve to:

- 1)Consult often with classroom teachers about Reading instruction and progress monitoring to prepare student data to inform instruction;
- 2)Assist teachers with district Reading programs using student-centered structures with fidelity'
- 3)Work with classroom teachers to coordinate Reading planning/instruction designed to meet the needs of students and differentiate instruction;
- 4)Work with classroom teachers to monitor student engagement and interaction during instruction to provide actionable feedback to aid in increased engagement and providing an equivalent experience to ultimately meet the graduation requirement for Reading;
- 5)Provide pullout and push-in assistance for students with substitute teachers due to teacher absences and vacancies;
- 6)Assist with student assignment creation and grade verifications for students with substitute teachers and

modeling of lessons

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The strategy was based on our most recent ESSA data which identifies our AA/ELL/HSP/MUL/SWD subgroups as in need of improvement, therefore these student groups have been made a priority.

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.

To make improvements for all Student Subgroups, Principal Amy Hardee will focus on:

1. Supporting at-risk students in subgroups
2. Provide after school extended learning opportunities for student, as well as use students to provide tutoring support to younger students
3. Provide student support through push-in/pullout academic intentions with academic coaches/interventionist
4. Incorporate after hours transportation/activity bus for students to take advantage of extended learning opportunities as provided by Mr. Knowles for ACT/SAT prep, Ms. Ferriolo/Mr. Bailey for PERT prep and Algebra/Geometry, and Reading teachers for ACT/SAT tutoring/use of Chalk Talk & Achieve 3K
6. Provide additional ELL/AA teacher training and professional learning opportunities; use FDLRS and other district training and other resources as needed; provide subs to better assist student learning for all subgroups
7. For AA/ELL/HSP/MUL/SWD provide field trips and guest speaker presentations for students in AVID, MTSS Guidance Conference Tiering, and strategic scheduling

Person Responsible: Amy Hardee (amy.hardee@polk-fl.net)

By When: May 2024

For support of African American (AA), *English Language Learners (ELL), *Hispanic (HSP), *Multiracial (MUL), and *Students with Disabilities (SWD) interventions will be put in place through Student Success Coach Veronica Bienaime:

1. For African American/Hispanic/Multiracial students focus on hiring to reflect student population
2. For ELL/SWD students, add additional staff and/or volunteers to assist students to provide academic support and ESOL/ESE interventions
3. Provide various peer and adult mentoring opportunities for AA/ELL/HSP/MUL/SWD
3. Provide staff learning opportunities for ELL training; ensure school/support and district support available
4. Create sheltered classrooms for ELL/SWD students, peer support role models and academic support/tutors
5. Offer opportunities for staff to learn Spanish to support Hispanic students/families
6. Increase bilingual resources to aid ELL/HSP students in content areas
7. Target strategies to reach goal increasing the Federal Percent of Points Index for English Language Learners from 35 to 41 by end of school year 2023

Person Responsible: Veronica Bien-Aime (veronica.bien-aime@polk-fl.net)

By When: By end of year, May 2024

To provide targeted supports for ESSA Subgroups for continuous improvement, Assistant Principal Angie Ambrose will:

1. Supervise incorporating Latinos in Action Program providing specific supports
2. Facilitate student recognition events, including

*Signing Day, ARE YOU READY? Graduation Banner signing, Thunder Camp, Grade Level Focus activities, Thunder College, AVID Wicor Launch and Logistics College Course offering.

Person Responsible: Angie Ambrose (angie.ambrose@polk-fl.net)

By When: By year end, May 2024

Under the leadership of Assistant Principal Seth Lambert, Marine JROTC instructors Captain Quezada and Sergeant Major Braddy will work with English Language Learners weekly through their course curriculum activities to provide college admissions assistance, personal essay writing, and ASVAB preparation.

Person Responsible: Seth Lambert (seth.lambert@polk-fl.net)

By When: By year end, May 2024

Under the leadership of Student Success Coach Emelia Perez, ESOL English Teacher, Maria Boyer will coordinate and teach the Latinos in Action Program helping ELL/Hispanic/Multiracial students engage in three core elements: 1. Literacy tutoring, 2. College and Career Readiness, and 3. Leadership Development through:

Allowing students an avenue to develop essential leadership and mentoring skills; LIA students will:

- *Serve as role models, mentors, and reading tutors for elementary school students
- *Empower Latino youth to lead and strengthen their communities through college and career readiness
- *Develop a deeper understanding of the importance of being bilingual and bicultural.
- *Engage curriculum which focuses heavily on leadership and service learning.

*Developing skills in:

1. Writing and reading
2. Resume development
3. Speaking, listening, interpersonal, and presentation
4. Work ethic/responsibility
5. Time management
6. Goal setting
7. Teach work/cooperation
8. Problem solving
9. Decision making

Person Responsible: Emelia Perez (emelia.perez@polk-fl.net)

By When: By year end, May 2024

Provide mentoring opportunities for African American subgroup of students that include intentional focus on graduation, as well as maintain early warning data tracking to get all students on a track to graduate and pursue a pathway to their next steps/career.

Person Responsible: Jermain King (jermain.king@polk-fl.net)

By When: By April 2024

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 process to review school improvement funding allocations and ensuring resources are allocated based on needs includes starting with a student-centered approach and asking a number of questions:

Is the spending based on student need?

How many students will be benefited?

What is the purpose of the purchase?

Does the purchase align with our school improvement goals?

Is it written within the School Improvement Plan?

Is it allowable as a Title I expense?

Is it already covered through UniSig?

Do we already have the item?

It is on the PURE List?

Is there a district contracted vendor that offers it at a discounted rate?

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.

The Lake Region High School Schoolwide Program Plan is provided for dissemination with this SIP and UniSIG budget to stakeholders through various means, including the Lake Region High School website, social media accounts (FB, IG), Schoology messenger posts, as a School Advisory Council meeting agenda item for review with updates when edits made, Annual Title I meeting, and hard copy in main office for public review along with Title I Compact, as well as individual requests for copies sent by email. Upon request, SIP copy can be translated to provide in a language a parent can understand, as available. The SIP is publicly available on the school's webpage at:

<https://lakeregionhigh.polkschoolsfl.com/>

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))

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 include providing Title I Family Engagement activities that include dinner/childcare/feedback opportunities with feedback surveys from participants. In addition, we welcome parent and community volunteers to engage with the school, volunteer for events/committees, participate in school athletics/performances, attend parent/teacher conferences, parent/counselor conferences, attend Student Success Meetings, attend Attendance Meetings, attend School Advisory Council Meetings, join Media Committee, etc... The Family Engagement Plan is publicly available as hard copy in the main office and on the school's webpage at: <https://lakeregionhigh.polkschoolsfl.com/>

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))

Lake Region High 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 through:

- Strategic hiring/placement; hiring of Academic Coaches, Academic/Behavior Interventionists
- Building teacher capacity through modeling/training/equipping/releasing and targeted professional learning/planning/coaching cycles
- Imposing school-wide expectations for adequate preparation of lessons by teachers
- Student-centered targeted approach to learning and targeted extended learning opportunities based on student need
- Standards aligned lesson and activities
- Addressing excessive attendance problems for students and staff as they occur; put interventions in place for students, ex. No attendance or unexcused absence at school on a day before or day of an event/competition.
- Requiring standards-based instruction and 2 standards-based grades weekly
- Requiring adequate incorporation of the Learning ARC Frameboard, including benchmark/instruction/assessments components throughout the course
- Incorporating checks for understanding throughout lessons, not just at the end
- Use of data to drive instruction and incorporate MTSS tiered support for students
- Use of SBI trend data to inform instruction and direct planning and coaching
- Providing instruction to address students' lack of foundational skills
- Addressing through observation/coaching non-standards aligned lessons/activities
- Focusing on providing equivalent experience for students
- Tweaking expectations for collaborative planning by reassigning classrooms based on common courses taught in close proximity
- Admin required attendance at weekly collaborative planning sessions
- Addressing excessive non-attendance with new school-wide protocols
- Addressing high course failures using Edgenuity for credit recovery
- Addressing high courses passers by students with excessive absences

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))

This plan was developed in coordination with other programs in progress at Lake Region High School directly and indirectly. This includes: Title I, UniSig, Community Eligibility Schools program with 100% FRL, CTE Career Academies, State Conference professional learning sessions, SIP Training, state testing data, District Needs Assessment, School Grade Acceleration needs: CTE/DE/AP/ASVAB and ESSA. It was developed in coordination and integration to fulfill the requirements of each to ensure compliance, as well as to meet the needs of our students.

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))

Through the Student Services Office, Lake Region High 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 are addressed by having specific protocols in place for each and back up plans through individual and group settings. Although School Counselors are assigned students by last name, backup protocols are in place for student crisis situations to be handled by another counselor in the event the assigned counselor is not available. Emphasis campus-wide is being student-centered and following established District protocols regarding routine crisis team meetings and mental health services. Specialized support services are provided as needed and typically follow a checklist during completion to ensure all requirements are fulfilled. Some groups have incorporate Drumbeats. Resources utilized through Peace River Center, Winter Haven Hospital and other outside vendors in additional district support personnel.

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))

The preparation for and awareness of postsecondary opportunities and the workforce, are addressed in a few ways campus-wide and at various times. This includes, but is not limited to:

*During the first week of school (Fall), class meetings are held and students get their first review of "Are You READY?" in reference to preparing daily for graduation with specific graduation requirements, as well as career academies and other acceleration opportunities through dual enrollment courses and advanced placement courses.

*Students and families get the opportunity for close up, in person review of all programs/departments/performances campus-wide during our Thunderbration (Winter) evening of review. A similar district-wide event is held annually in the Spring for all Career Academies to display what they have to offer students related to vocational education as transitional events during registration season.

*Preregistration class visits by School Counselors in preparation for the course selection for the next school year wrap up the Spring as counselors review postsecondary opportunities and workforce/CTE/DE/AP/Academy course offerings through explaining what each career academy course involves and the related industry certifications available.

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).

The implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services is reflected through the MTSS Discipline tiering of behaviors to incorporate School Counselor conferencing and other services, in addition to RTi and behavior interventions. We also implement Success Meetings facilitated by Student Success Coaches with parents to review multiple pathway options for students with excessive non-attendance, multiple discipline infractions, and little/no academic progress, or to implement intervention strategies for those at-risk. A Success Meeting typically ends with enrollment in a program that affords the opportunity for students to work at their own pace to catch up on credits and have the option to return to Lake Region High School to graduation once caught up.

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))

Professional learning opportunities are provided district-wide for instructional and non-instructional employees continually at no charge with the earning of PD points that can be used towards recertification. In addition, some opportunities for paraprofessionals and teachers offer additional pay as incentives for participation. Additional professional learning is mandated by position, typically on an annual basis—for example: Bloodborne Pathogen Training, Active Shooter Training, Mental Health Training, etc...

School-based professional learning is provided as well based on district implement of instructional resources, such as ARC Frameboard, Standards-based Instruction, UniSig supplements, Boltz, etc...

These are incorporated during collaborative planning periods by department and course taught with teachers joined by supervising administrators and district curriculum support personnel, at least once per week with followup classroom observations performed for fidelity checks.

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))

Not Applicable

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Coaching				\$217,877.41
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	130	1991 - Lake Region High School	UniSIG	2.0	\$104,626.24
			<i>Notes: Other Certified Instructional Personnel - School based/District paid Coaches - Math, Literacy, Science who co-teach, coach, and assist with the instruction of students in classrooms 1 - Literacy Coach 1 - Math Coach</i>			
	6400	210	1991 - Lake Region High School	UniSIG		\$20,961.74
			<i>Notes: Retirement - 13.57% -Coaches - School based /School paid</i>			
	6400	220	1991 - Lake Region High School	UniSIG		\$11,817.05
			<i>Notes: Social Security - 7.65% staff development activities for instructional staff at the school</i>			
	6400	231	1991 - Lake Region High School	UniSIG		\$29,885.88
			<i>Notes: Health and Hospitalization - School based Coaches - Math, Literacy, Science</i>			
	6400	232	1991 - Lake Region High School	UniSIG		\$58.54
			<i>Notes: Life Insurance - Coaches - School based /School paid</i>			

	6400	240	1991 - Lake Region High School	UniSIG		\$865.04
			<i>Notes: Workers Compensation .56% - School based Coaches - Math, Literacy, Science</i>			
	6400	160	1991 - Lake Region High School	UniSIG	0.71	\$49,662.92
			<i>Notes: Cost Sharing - Senior Coordinator of Instruction</i>			
2	III.B.	Area of Focus: Positive Culture and Environment: Other				\$181,409.05
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	130	1991 - Lake Region High School	UniSIG	1.0	\$57,206.08
			<i>Notes: Other Certified Instructional Personnel - School based/District paid Interventionist OR Student Success Coach who work with small groups of students in need of remediation 1 - Student Success Coach</i>			
	5100	210	1991 - Lake Region High School	UniSIG		\$7,762.87
			<i>Notes: Retirement - 13.57% - Instructional Personnel -</i>			
	5100	220	1991 - Lake Region High School	UniSIG		\$4,376.27
			<i>Notes: Social Security y -7.65% -Instructional personnel</i>			
	5100	231	1991 - Lake Region High School	UniSIG		\$11,028.00
			<i>Notes: Health and Hospitalization - Instructional Personnel</i>			
	5100	232	1991 - Lake Region High School	UniSIG		\$21.60
			<i>Notes: Life Insurance - Instructional personnel</i>			
	5100	240	1991 - Lake Region High School	UniSIG		\$320.35
			<i>Notes: Workers Compensation - .56% - Instructional Personnel</i>			
	6150	150	1991 - Lake Region High School	UniSIG	1.0	\$23,320.00
			<i>Notes: Aides Paraprofessional - Parent and Family Engagement Para 1 - Parent Involvement Para</i>			
	6150	210	1991 - Lake Region High School	UniSIG		\$3,164.52
			<i>Notes: Retirement - 13.57% - Parent/Family Engagement</i>			
	6150	220	1991 - Lake Region High School	UniSIG		\$1,783.98
			<i>Notes: Social Security - 7.65% -Parent/Family Engagement</i>			
	6150	231	1991 - Lake Region High School	UniSIG		\$11,028.00
			<i>Notes: Health and Hospitalization</i>			
	6150	232	1991 - Lake Region High School	UniSIG		\$21.60
			<i>Notes: Life Insurance</i>			

	6150	240	1991 - Lake Region High School	UniSIG		\$130.59
			<i>Notes: Workers Compensation - .56% - Schools-Parent/Family Engagement</i>			
	5100	644	1991 - Lake Region High School	UniSIG		\$36,317.00
			<i>Notes: 23 iMac computers @ \$1,579 each Used to produce and edit videos. They will work with photos in order to enhance them digitally and utilize programs like Brain Buffet, Adobe Photoshop, and Adobe Premier Pro to master the curriculum taught in these courses.</i>			
	5100	644	1991 - Lake Region High School	UniSIG		\$24,104.55
			<i>Notes: 15 Mini G9 HP 16 GB - Used for Cybersecurity Program</i>			
	5100	510	1991 - Lake Region High School	UniSIG		\$823.64
			<i>Notes: Supplies - Instructional - Paper, pencils, post it notes, chart paper, ink</i>			
3	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$262,526.77
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	130	1991 - Lake Region High School	UniSIG	3.0	\$156,348.94
			<i>Notes: Other Certified Instructional Personnel - School based/District paid Interventionist OR Student Success Coach who work with small groups of students in need of remediation 1 - Reading Interventionist 1 - Math Interventionist 1 - Science Interventionist</i>			
	5100	150	1991 - Lake Region High School	UniSIG	1.0	\$22,932.04
			<i>Notes: Aides Paraprofessionals - Salaries - Classroom Paraprofessionals - who work under the direct supervision of a teacher to work with small groups of students in need of remediation 1 - Computer Lab Para</i>			
	5100	210	1991 - Lake Region High School	UniSIG		\$24,328.43
			<i>Notes: Retirement - 13.57% - Instructional Personnel -</i>			
	5100	220	1991 - Lake Region High School	UniSIG		\$13,714.99
			<i>Notes: Social Security -7.65% -Instructional personnel</i>			
	5100	231	1991 - Lake Region High School	UniSIG		\$44,112.00
			<i>Notes: Health and Hospitalization - Instructional Personnel</i>			
	5100	232	1991 - Lake Region High School	UniSIG		\$86.40
			<i>Notes: Life Insurance - Instructional personnel</i>			
	5100	240	1991 - Lake Region High School	UniSIG		\$1,003.97
			<i>Notes: Workers Compensation - .56% - Instructional Personnel</i>			
					Total:	\$661,813.23

Budget Approval

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

No