LAFAYETTE HIGH SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Lafayette County School Board.

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Building a community of learners.

Provide the school's vision statement

To provide all students with educational opportunities within a safe environment conducive to learning, which will enable them to become successful students and positive, productive citizens.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Stewart Hancock

Position Title
Principal

Job Duties and Responsibilities

Oversees daily activities and operations within the school.

Leadership Team Member #2

Employee's Name
Paula Ginn

Position Title
Assistant Principal

Job Duties and Responsibilities

Assist the Princiapl in carrying out the daily activities and operations within the school.

Leadership Team Member #3

Employee's Name
Tim Hanson

Position Title
Dean

Job Duties and Responsibilities

Responsible for school discipline.

Leadership Team Member #4

Employee's Name
Cathy Palomino

Position Title
Instructional Coach

Job Duties and Responsibilities

Works with administration and teachers to implement strategies to reach educational goals. Provides professional learning and instructional coaching.

Leadership Team Member #5

Employee's Name
Susanne Hanson

Position Title
MTSS Coordinator

Job Duties and Responsibilities

Responsible for collaborating closely with administrators, teachers, support staff, families, and students to establish and implement a tiered framework that uses data to meet the needs of each and every student through academics, behavior, and social-emotional learning (SEL) interventions.

C. Stakeholder Involvement and Monitoring

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. *(ESEA 1114(b)(2))*

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

Student data is evaluated by teachers and leadership and drives the development of our SIP. Our School Advisory Council is comprised of school leadership, parents, teachers and staff, business and community members, and students. The group shares responsibility for guiding the school toward continuous improvement and comes together to discuss, develop, and approve the SIP.

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

As progress monitoring occurs throughout the year, student data is readily available to us. We use professional learning days throughout the year to evaluate our data on the school, grade, teacher, and student level. Our performance drives our instructional planning, our goals, and our SIP. Our schedule is set up to allow for data chats with teachers and students throughout the year to evaluate the progress of the student and determine next steps for success.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **6-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**31.0%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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.*	**2023-24: A** **2022-23: A*** **2021-22: A** **2020-21:** **2019-20: A**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							23	26	20	69
One or more suspensions							7	15	5	27
Course failure in English Language Arts (ELA)							7	9	5	21
Course failure in Math							12	6	13	31
Level 1 on statewide ELA assessment							12	9	13	34
Level 1 on statewide Math assessment							8	8	5	21
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							6	9	9	24

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							4	2	3	9
Students retained two or more times							2	3	8	13

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							24	9	38	71
One or more suspensions							17	10	16	43
Course failure in ELA							17	1	11	29
Course failure in Math							29	2	12	43
Level 1 on statewide ELA assessment							16	17	23	56
Level 1 on statewide Math assessment							5	4	11	20
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							17	8	21	46

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							3		2	5
Students retained two or more times							3	5	3	11

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	30	42	35	7	114
One or more suspensions	6	6	4	1	17
Course failure in English Language Arts (ELA)	11	7	8	2	28
Course failure in Math	7	1	5	1	14
Level 1 on statewide ELA assessment	13	4			17
Level 1 on statewide Algebra assessment	15	3	0	0	18

Current Year (2024-25)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	13	8	4	1	26

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	4	0	0	1	5
Students retained two or more times	5	0	4	4	13

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	65			59		53	53		51
ELA Grade 3 Achievement **									
ELA Learning Gains	61			53					
ELA Learning Gains Lowest 25%	65			37					
Math Achievement *	70			71		38	64		38
Math Learning Gains	67			59					
Math Learning Gains Lowest 25%	69			48					
Science Achievement *	73			67		64	64		40
Social Studies Achievement *	73			74		66	76		48
Graduation Rate	97			98		89	97		61
Middle School Acceleration	85			94			85		44
College and Career Readiness	92			92		65	88		67
ELP Progress	65			46		45			

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	74%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	817
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	97%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
74%	79%	66%	69%		63%	69%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2023-24 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%
Students With Disabilities	46%	No		
English Language Learners	65%	No		
Black/African American Students	40%	Yes	1	
Hispanic Students	72%	No		
Multiracial Students	63%	No		
White Students	77%	No		
Economically Disadvantaged Students	71%	No		

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%
Students With Disabilities	45%	No		
English Language Learners	46%	No		
Black/African American Students	42%	No		
Hispanic Students	73%	No		
Multiracial Students	50%	No		
White Students	83%	No		
Economically Disadvantaged Students	74%	No		

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%
Students With Disabilities	36%	Yes	3	

	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%
English Language Learners	55%	No		
Native American Students				
Asian Students				
Black/African American Students	37%	Yes	1	
Hispanic Students	64%	No		
Multiracial Students	47%	No		
Pacific Islander Students				
White Students	69%	No		
Economically Disadvantaged Students	60%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	65%		61%	65%	70%	67%	69%	73%	73%	85%	97%	92%	
Students With Disabilities	21%		43%	52%	33%	47%	54%	31%	39%	42%	88%	57%	
English Language Learners	52%		56%		76%	74%							
Black/African American Students	33%		40%		38%	50%							
Hispanic Students	62%		61%	58%	66%	65%	79%	65%	58%	84%	100%	94%	
Multiracial Students	68%		58%		59%	65%							
White Students	66%		63%	70%	74%	68%	70%	78%	79%	88%	97%	93%	
Economically Disadvantaged Students	58%		56%	62%	65%	66%	70%	70%	68%	79%	95%	88%	
													65%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	59%				71%			67%	74%	94%	98%	92%	46%
Students With Disabilities	20%				39%			31%	31%		92%	58%	
English Language Learners	48%				69%			20%	47%				
Black/African American Students	23%				48%			45%	50%				
Hispanic Students	51%				71%			55%	70%	85%	94%	88%	
Multiracial Students	56%				44%								
White Students	65%				75%			74%	77%	97%	98%	95%	
Economically Disadvantaged Students	49%				64%			56%	70%	88%	98%	90%	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	53%		53%	37%	64%	59%	48%	64%	76%	85%	97%	88%	
English Language Learners	45%		55%	50%	62%	55%	40%		80%				
Students With Disabilities	13%		32%	37%	24%	33%	28%	25%	33%		93%	46%	
Native American Students													
Asian Students													
Black/African American Students	32%		48%	33%	36%	40%	33%	33%					
Hispanic Students	47%		51%	38%	56%	54%	42%	63%	66%	91%	100%	93%	
Multiracial Students	36%		50%		42%	58%							
Pacific Islander Students													
White Students	58%		55%	37%	70%	62%	49%	70%	80%	89%	97%	89%	
Economically Disadvantaged Students	43%		48%	34%	53%	54%	53%	49%	68%	72%	98%	88%	

E. 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.

Data for 2023-24 had not been loaded to CIMS at time of printing.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The data component that showed the most improvement was learning gains in Reading and Math and the learning gains of our lowest quartile in Reading and Math compared to our 2022-2023 data. Holding specific data chats throughout the year with teachers, tracking student progress, and having more data-driven intervention with students led to this improvement. We also implemented student data tracking where students tracked their own progress throughout the year, noting their strengths and opportunities for growth. This promoted student awareness and ownership in their educational journey.

Lowest Performance

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

The data components that showed the lowest performance was 9th-grade Algebra 1 proficiency and Middle School Acceleration. With Middle School Acceleration, we had more "bubble" level 3 students for Math than usual. These students were placed in 8th-grade math instead of Algebra 1, and this resulted in a lower Middle School Acceleration rate by 11 points. While this was not the most beneficial action for our Middle School Acceleration rate, it was the best course of action for these individual students. Our 9th-grade Algebra 1 proficiency was an anomaly, and we have spent time over the summer trying to determine exactly which foundational skills these students need to be successful on this state assessment in the upcoming year.

Greatest Decline

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

The data component that showed the greatest decline from the prior year was Middle School Acceleration. With Middle School Acceleration, we had more "bubble" level 3 students for Math than usual. These students were placed in 8th-grade math instead of Algebra 1, and this resulted in a lower Middle School Acceleration rate by 11 points. While this was not the most beneficial action for our Middle School Acceleration rate, it was the best course of action for these individual students to be successful.

Greatest Gap

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

The data component that had the greatest gap when compared to the state average was 7th grade Math at 30 points above the state average. This continues to be a strong area for us. 6th grade Math was also strong at 23 points above the state average. We used Math Nation curriculum, and we have outstanding Math teachers who are committed to excellence.

EWS Areas of Concern

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

Reflecting on the EWS data, attendance and the number of 6th graders with 3 or more early warning indicators are areas of concern.

Highest Priorities

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

1. Maintain consistency in our learning gains and the learning gains of our bottom quartile
2. Improving Attendance
3. Setting 6th graders up for Success

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Maintain consistency with overall learning gains and continued growth of our bottom quartile. Learning gains of our bottom quartile have always been an area of focus for us. Learning gains have been inconsistent through the years, and it is difficult to pinpoint the cause. This year, we implemented more focused data chats, student data tracking, and improved support in intervention classes. We will continue to try to improve all of these implementations to stabilize the overall learning gains and the learning gains of our bottom quartile.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Reading learning gains for 2023-2024 were 61%, and Math learning gains were 66%. The lowest quartile reading learning gains were 62% up from 37% in 2022, and Math lowest quartile learning gains were 66% up from 48% in 2022. Our goal is to maintain the learning gains for this school year by improving upon focused data chats, student data tracking, and improved support in intervention classes.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We've partnered with Ensuring Successful Futures Educational Consulting to help focus our intervention through data chats and specific teaching strategies to reach every student. We've adjusted our Master Schedule to allow two of our lead teachers to support other teachers on our campus with this goal.

Person responsible for monitoring outcome
Stewart Hancock

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Hattie's Barometer of Influence will guide the strategies that we utilize.

Rationale:
Many of the students we are focused on are below grade level, and our goal is that these students will not only make a year's worth of growth but exceed a year's worth of growth. We will consider Hattie's Barometer of Influence to ensure the strategies that we employ help us reach this goal.

Tier of Evidence-based Intervention:
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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Adjusting Master Schedule

Person Monitoring:	**By When/Frequency:**
Stewart Hancock	May 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Master Schedule will be developed to allow two of our lead teachers to support other teachers with implementation.

Action Step #2
Data Chats

Person Monitoring:	**By When/Frequency:**
Principal and Instructional Coach	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
A schedule will be developed along with support from Ensuring Successful Futures for data chats to occur throughout the year and for adjustments to be made based on the most recent data.

Action Step #3
Student Data Tracking

Person Monitoring:	**By When/Frequency:**
Cathy Palomino	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will be trained and provided with student data tracking forms. Students will track their progress and become more invested in their own learning path.

IV. Positive Culture and Environment

Area of Focus #1

Multiple Early Warning Signs

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

6th grade is an important transitional year that can set the stage for student success. 6th grade students exhibiting 3 or more Early Warning indicators was higher than all other grade levels.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Seven 6th-grade students exhibited three or more early warning indicators in 2023-2024. Our goal is to reduce this number by three in 2024-2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The MTSS director will use Skyward and progress monitoring data to monitor student progress frequently. Any concerns will be addressed promptly with the teacher, student, and parent. Our MTSS Director and our Dean will monitor attendance continuously and communicate attendance issues with students and parents in a timely, consistent manner.

Person responsible for monitoring outcome

MTSS Director and Dean of Students

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Small group instruction, Peers as Partners, collaborative teaching, and individualized learning will be implemented.

Rationale:
Research supports the effectiveness of the implementation of these strategies. IXL will be used in intensive courses for individualized learning as it is proven to close learning gaps and increase student engagement.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Strategies will be implemented to close learning gaps and increase student engagement.

Person Monitoring:	By When/Frequency:
MTSS Coordinator	Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The MTSS coordinator will train students participating in Peers as Partners and monitor this activity. Small group instruction collaborative teaching, and individualized learning will be implemented and monitored weekly.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods
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. (ESEA 1114(b)(4))

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

 The plan is reviewed and approved by our School Advisory Council which is comprised of student, parent, community, and school leadership representation. The plan is also posted on our website for review by all stakeholders at https://lhs.lafayette.k12.fl.us/announcements.

Positive Relationships With Parents, Families and other Community Stakeholders
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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

LHS implements many strategies to effectively communicate, build positive relationships, and encourage family involvement. Teachers send home reminders and information to parents and conference with parents when needed. Parents have access to student grades and assessment results on Skyward, Edgenuity, and the FL Family Access Portal. Our district uses ParentSquare to effectively communicate with parents across the district. Teachers post assignments with detailed instructions on Google Classroom. Deficiencies are sent home each 9 weeks. Students are recognized for academic and extracurricular achievement at school, at School Board Meetings, in the local newspaper, on the school and district websites, and at sporting events. Parents are able to find the school's mission and vision on the school's website along with a calendar of upcoming events and recognition of school and student success. Parents complete a survey that allows them to voice any concerns and provide input regarding LHS. The data from the survey is compiled and reviewed to drive future decisions. A School Advisory Council made up of parents, community members,

students, and school staff meets monthly or as needed to address concerns and provide input on improvements that can be made. The Family Engagement Plan is made publicly available on the school district website: https://www.lafayette.k12.fl.us/Home

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)ii))

Our school is very successful, and that is in large part due to the high expectations held by the faculty, staff, students, parents, and community. While we are proud of our accomplishments, we are always looking to identify opportunities for improvement. This year we plan to focus on maintaining consistency in learning gains and learning gains of our bottom quartile. We saw an increase in these areas last year, but maintaining this has always proven difficult. We will employ learning strategies, targeted curriculum, improved data chats and student data tracking this year. Because we are a small school, many of our students are involved in multiple extracurricular activities. Most of these activities result in students being checked out of school early to participate. Scheduling is tweaked to ensure students are participating in core instruction early in the day so that participation in extracurricular activities does not disrupt class time.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

 We require all of our high school students to enroll in at least one career and technical education course each year that they are in high school. Providing our students with many career and technical education programs ensures a successful start to their future. We continue to work to add programs and industry certification opportunities for our students. In the 2023-2024 school year, LHS students earned 463 industry certifications. For the past five years, Lafayette High School has led the state in College and Career acceleration.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

 Refer to District's Mental Health Plan.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

 Our students are required to participate in a CTE program each year of high school. Many of our students participate in postsecondary opportunities at three local postsecondary institutions while in high school. Our CTE Director and School Guidance Counselor take our students on tours of the institutions in our area offering postsecondary opportunities to our students. Approximately 40% of our juniors and seniors participate in postsecondary dual enrollment classes through North Florida College. We offer ACT boot camps and PERT testing on our campus to allow our students the opportunity to attend a postsecondary institutions while still secondary school students. We have found that our students are not only more likely to attend a postsecondary institution, but are also much more successful if they begin those programs while still in high school.

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

 We follow the MTSS model provided by the state. Our MTSS Coordinator works with teachers to address problem behavior and provide early intervention.

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii)(V)).

 Professional learning is data-driven. We set up our school calendar to provide a professional learning

day following each academic quarter. Teachers use this day to evaluate progress monitoring and benchmark data. We conduct New Teacher training prior to pre-planning, and our new teachers participate in the PDCP program with NEFEC. We have mentor teachers for all of our new teachers, and our Instructional Coach works closely with our new teachers. We have professional learning time scheduled throughout the school year to support our teachers.

Strategies to Assist Preschool Children

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

NA

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

Resource needs are prioritized based on student data. We begin by clearly defining student learning objectives and how resources will support them. We gather data on student achievement, resource utilization, and feedback from stakeholders. Next, we analyze this information to identify correlations between resource use and student outcomes, as well as any resource gaps. We involve teachers and staff in the process to get their perspective. We continuously monitor resource utilization and student outcomes, making data-driven adjustments to optimize the impact of the resource. By focusing on equity, sustainability, collaboration, and data, we can effectively ensure resources align with student needs and drive improved outcomes.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

IXL is data-driven and research-based. Independent research from Johns Hopkins University has verified that IXL meets the ESSA Tier 1 standards for evidence-based efficacy. Our school piloted IXL in 2023-2024, and will be implement IXL in grades 6-10 in 2024-2025. Teachers will be trained on the resource during pre-planning with follow-up support as needed throughout the year.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					**0.00**