

Lafayette District Schools

LAFAYETTE HIGH SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

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, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

shancock@lcsbmail.net

Position Title

Principal

Job Duties and Responsibilities

Oversees daily activities and operations within the school.

Leadership Team Member #2

Employee's Name

Paula Ginn

pginn@lcsbmail.net

Position Title

Assistant Principal, CTE Director

Job Duties and Responsibilities

Assists the Principal in carrying out the daily activities and operations within the school.

Leadership Team Member #3

Employee's Name

Tim Hanson

thanson@lcsbmail.net

Position Title

Dean

Job Duties and Responsibilities

Responsible for school discipline.

Leadership Team Member #4

Employee's Name

Melissa Stewart

mstewart@lcsbmail.net

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.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 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.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	97.2%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21: A

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment							75	86	75	236
Absent 10% or more school days							13	23	32	68
One or more suspensions							1	16	12	29
Course failure in English Language Arts (ELA)							3	5	5	13
Course failure in Math							10	3	11	24
Level 1 on statewide ELA assessment							4	8	8	20
Level 1 on statewide Math assessment							2	8	6	16
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, 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 2025-26

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							3	8	14	25

Current Year 2025-26

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							2	2	1	5
Students retained two or more times							3	3	1	7

Prior Year (2024-25) 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										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, 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

Prior Year (2024-25) 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										0

Prior Year (2024-25) 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										0
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2025-26)

Using 2024-25 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	
School Enrollment	84	102	79	82	347
Absent 10% or more school days	24	43	37	8	112
One or more suspensions	11	9	4	2	26
Course failure in English Language Arts (ELA)	3	3	1	0	7
Course failure in Math	8	2	5	0	15
Level 1 on statewide ELA assessment	14	16	0	0	30
Level 1 on statewide Algebra assessment		6	4		10

Current Year (2025-26)

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	10	20	7	1	38

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

A. ESSA School, District, State Comparison

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.

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	74%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	812
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	100%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
74%	74%	79%	66%	69%		63%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	49%	No		
English Language Learners	57%	No		
Black/African American Students	70%	No		
Hispanic Students	69%	No		
Multiracial Students	59%	No		
White Students	76%	No		
Economically Disadvantaged Students	71%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	69%		62%	50%	76%	62%	56%	77%	85%	83%	100%	92%	
Students With Disabilities	27%		41%	40%	45%	48%	45%	29%	41%		100%	69%	
English Language Learners	54%		47%	36%	81%	66%							
Black/African American Students	62%		75%		68%	75%							
Hispanic Students	58%		52%	27%	75%	63%	43%	83%	85%	78%	100%	94%	
Multiracial Students	67%		80%		50%	39%							
White Students	73%		63%	51%	79%	63%	60%	80%	88%	85%	100%	92%	
Economically Disadvantaged Students	60%		59%	49%	71%	60%	53%	67%	83%	82%	100%	98%	

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%	

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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%	

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.

There is no assessment data available for this school.

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 most significant improvement in our data components was observed in Science and Social Studies proficiency. Our data chats revealed a direct correlation between reading difficulties and performance on Science and Social Studies End-of-Course (EOC) exams and CTE certifications. In response, teachers participated in professional learning focused on integrating reading strategies, specifically vocabulary and comprehension skills, into their content instruction.

Reading and Math proficiency remained consistently strong. Throughout our ongoing data chats, Reading and Math teachers emphasized aligning classroom assessments with specific standards to pinpoint areas where students required additional instruction. We also implemented professional learning sessions on achievement level descriptors, enabling us to tailor instruction to the rigor level necessary for each student's success.

Lowest Performance

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

Our lowest performance is the learning gains of the bottom quartile in Reading, where we observed a substantial decline from 65% last year to 50% this year. Learning gains of the bottom quartile continue to be a moving target for LHS. The trend is up and down; we will see substantial decreases, and about every third year, we see a substantial increase in the learning gains of this population, regardless of the various measures that we implement each year. Despite this decrease, we maintained all existing strategies and programs that were in place the year before, when we saw a significant increase in this population's proficiency. Furthermore, we enhanced our efforts by incorporating additional Tier 3 instruction for students identified through PM2 data as not on track to achieve expected growth from the prior year.

Greatest Decline

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

The most significant decline from the previous year was observed in the learning gains of the bottom

quartile in Reading and Mathematics. This metric continues to be an inconsistent area for LHS. Historical data indicate a fluctuating trend, with substantial decreases occurring in most years, and a notable increase approximately every third year despite the interventions implemented annually.

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 greatest proficiency gap was found in 7th-grade math. The state average was 50% and LHS was 79%. This continues to be a strong area for LHS. 6th-grade Math was also strong at 26 points above the state average. We use Math Nation curriculum and 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 continues to be an area of concern.

Highest Priorities

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

1. Improving the learning gains of our bottom quartile in reading and math
2. Improving attendance
3. Improve targeted instruction in Intervention classes
4. Fostering a standards-based mindset with our faculty and students

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

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.

Improving the learning gains of our bottom quartile is a crucial concern. This area continues to fluctuate for LHS, dropping 15 percentage points from last year. All students in grades 6-10 identified in the bottom quartile are assigned to a reading class to improve reading skills. All teachers, including Math, Science, Social Studies, and CTE teachers will incorporate foundational reading strategies in their instruction.

Measurable Outcome

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.

Through targeted instruction and intervention in reading classes, we plan to improve the ELA learning gains of the bottom quartile by ten overall percentage points.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress Monitoring and formative assessment data will be used to monitor student progress and inform instructional focus. We will increase focused support for students in the bottom quartile with additional staff members in intervention classes. A school-wide standards-based focus will be implemented in the 2025-2026 school year.

Person responsible for monitoring outcome

Stewart Hancock

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Data Chats

Person Monitoring:

Principal and Instructional Coach

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

A schedule will be developed for data chats to occur quarterly and for adjustments to be made based on the most recent progress monitoring and formative assessment data.

Action Step #2

Student Data Tracking

Person Monitoring:

Melissa Stewart

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will be provided with student data tracking forms. Students will track their data to take ownership of their learning and become more invested in the progress of their own learning path.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

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.

LHS had 180 students absent more than 10% of the 2024-2025 school year. Attendance is foundational to academic success at every level. Students who attend school regularly benefit from continuous access to instruction and intervention, stronger teacher-student relationships, timely identification of academic and social-emotional needs, and better academic outcomes and engagement.

High absenteeism disrupts learning continuity, limits participation in group work and enrichment, and widens the achievement gap, particularly for vulnerable populations such as ESE, ELL, and economically disadvantaged students.

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.

For the 2025-2026 school year, attendance will improve. The number of students absent for more than 10% of the school year will be reduced from 180 to 120 students.

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 have a staff member dedicated to monitoring attendance and contacting parents when a student reaches 4, 7, and 10 unexcused absences. We are also establishing positive consequences for students achieving an attendance goal.

Person responsible for monitoring outcome

Stewart Hancock

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Check & Connect Intervention Program

Rationale:

Check & Connect is a structured mentoring and student engagement intervention that targets students with poor attendance, academic performance, and behavioral issues. It pairs students with a staff member who monitors attendance, behavior, and course performance regularly, while also engaging families and providing problem-solving support.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Weekly attendance reviews and contact

Person Monitoring:

Amy Skillman

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Attendance will be monitored each week. Parents of students with 4, 7, and 10 absences will be contacted to check on the student and reiterate LHS's absence policy.

Action Step #2

Attendance Consequences

Person Monitoring:

Tim Hanson

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Positive consequences will be awarded for students achieving an attendance goal at the end of each nine weeks. Negative consequences, including loss of extracurricular privileges, will be implemented for students with excessive absences on an as-needed basis.

Action Step #3**Person Monitoring:****By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:****Action Step #4****Person Monitoring:****By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 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 every 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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(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 improve the learning gains of our bottom quartile. This is an area that continues to fluctuate for LHS. We will continue to employ learning strategies, targeted curriculum, 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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), 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 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.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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 55% of our 2024-2025 seniors participated in postsecondary dual enrollment. We offer PERT testing on our campus to allow our students the opportunity to attend a postsecondary institution while still in secondary school. 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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Professional learning is data-driven. We set up our school calendar to provide professional learning days throughout the school year. Teachers use these days to evaluate progress monitoring and benchmark data. We conduct New Teacher training before 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

NA

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00