Learning Lodge Academy School

2023-24

Schoolwide Improvement Plan (SIP)

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Learning Lodge Academy

10534 LITTLE RD, New Port Richey, FL 34654

www.learninglodgeacademy.com

School Board Approval

This plan was approved by the Pasco County School Board on 8/29/2023.

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.

Learning Lodge Academy will cultivate a nurturing atmosphere where collaborative and cooperative interactions engage learners in critical thinking and problem solving.

Provide the school's vision statement.

We will inspire greatness so all learners dream, believe, and achieve!

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
Cuffe, Kerrie	Principal	

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.

Leadership team members included: Becky Renyer, Assistant Principal; Janet Blossfield, Speech/ Language Pathologist/Compliance; Kathleen Swanson, Teacher/Interventionist; Valerie Burnet, ESE Teacher; Alondra Woodall, Board Member/Parent; Kristina Crudup, Data Entry Operator
Team members collaborated to collect, compile, and analyze data. The team members strategized to determine next steps and formulate a plan based on identified areas and students' needs.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

To ensure continuous improvement, staff will enter data into the school based online data tracker each month, including statewide benchmark assessment results, for ELA and math. Staff will participate in data chats throughout the school year as well as ongoing professional learning (collaborative planning sessions) to review student performance and adjust instruction/interventions.

Demographic Data

2023-24 Status (per MSID File)	Active

School Type and Grades Served (per MSID File)	Other School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	27%
2022-23 Economically Disadvantaged (FRL) Rate	70%
Charter School	Yes
RAISE School	No
2021-22 ESSA Identification	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: C 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	14	11	7	6	6	4	4	5	57
One or more suspensions	0	0	0	1	2	2	1	0	0	6
Course failure in English Language Arts (ELA)	0	3	1	5	6	1	0	0	0	16
Course failure in Math	0	2	1	3	2	1	0	0	0	9
Level 1 on statewide ELA assessment	0	0	0	2	4	2	3	2	3	16
Level 1 on statewide Math assessment	0	0	0	2	6	6	5	3	2	24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	1	3	5	4	1	3	0	20

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	3	3	1	0	1	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level	Total
	K 1 2 3 4 5 6 7 8	
Absent 10% or more school days	0 0 0 0 0 0 0 0 0	
One or more suspensions	0 0 0 0 0 0 0 0 0	
Course failure in English Language Arts (ELA)	0 0 0 0 0 0 0 0 0	
Course failure in Math	0 0 0 0 0 0 0 0 0	
Level 1 on statewide FSA ELA assessment	0 0 0 0 0 0 0 0 0	
Level 1 on statewide FSA Math assessment	0 0 0 0 0 0 0 0 0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0 0 0 0 0 0 0 0 0	

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

Indicator	Grade Level	Total
	K 1 2 3 4 5 6 7 8	
Students with two or more indicators	0 0 0 0 0 0 0 0 0	

The number of students identified retained:

Indicator	Grade Level	Total
	K 1 2 3 4 5 6 7 8	
Retained Students: Current Year	0 0 0 0 0 0 0 0 0	
Students retained two or more times	0 0 0 0 0 0 0 0 0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	50			47			57		
ELA Learning Gains	59			36			66		
ELA Lowest 25th Percentile	56			27			78		
Math Achievement*	48			35			59		
Math Learning Gains	63			29			89		
Math Lowest 25th Percentile	56			25			94		
Science Achievement*	39			25			49		

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Social Studies Achievement*	42			56					
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress									

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	413
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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	27	Yes	1	1
ELL				
AMI				
ASN				

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%
BLK				
HSP	50			
MUL				
PAC				
WHT	51			
FRL	49			

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)

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	50	59	56	48	63	56	39	42				
SWD	20	31	33	23	35		18					
ELL												
AMI												
ASN												
BLK												
HSP	40	75		33	50							
MUL												
PAC												
WHT	51	55	62	52	66	50	45	30				
FRL	47	56	50	40	58	62	33					

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	47	36	27	35	29	25	25	56				
SWD	24	32		14	25							
ELL												

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
AMI												
ASN												
BLK												
HSP	29	30		28	50							
MUL												
PAC												
WHT	49	38		37	24		27	75				
FRL	41	33		32	32							

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	57	66	78	59	89	94	49					
SWD	33	61	75	47	84	92	44					
ELL												
AMI												
ASN												
BLK												
HSP	47	55		40	82							
MUL												
PAC												
WHT	58	67	75	59	88	92	56					
FRL	55	66	80	58	88	93	44					

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.

School, District and State data will be uploaded when available.

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.

Science Achievement (39% in 2022 up from 25% in 2021). Note: This was at 42% in 2023.

Students had gaps in background knowledge potentially from missing prerequisite instruction during the pandemic and students were challenging to engage in rigorous discussions/activities.

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

Social Studies Achievement declined to 42% (in 2022) from 56% (in 2021). Note: This increased to 64% in Spring 2023.

Students struggled to gain and retain content presented. 6/11 students had an IEP or 504 plan. Many of these students were challenging to engage in the learning process.

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.

Social Studies Achievement was 42% in 2022, a difference of 27% when compared to the state. Note: As of Spring 2023, the State average is 66%; and LLA improved to 64%.

Students had gaps in background knowledge potentially from missing prerequisite instruction during the pandemic and were challenging students to engage in rigorous discussions/activities.

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

Math Learning Gains improved the most from 29% (2021) to 63% (2022).

This is attributed to high-impact instructional strategies via collaborative planning and professional learning for staff as well as online interventions using gamification ideologies for students.

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

Potential Areas of Concern:
1. Attendance (10% or more days) --> 57 students
2. Level 1 of statewide Math assessment --> 24 students

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

Based on Spring 2022 statewide data:
1. Science Achievement (39% Proficient)
2. Social Studies Achievement (42% Proficient)
3. Math Achievement (48%)

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

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Reignite Positive Behavior Support (PBS) system, utilized pre-pandemic, to celebrate student success for academic, behavior, and/or attendance.

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

LLA will implement celebrations for K-8 students on a quarterly basis at minimum for student achievements in accordance with established criteria for academic, behavior, and/or attendance success.

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

The PBS team will obtain feedback from staff, students, and families about various celebrations and review statewide data, attendance records, and discipline data to evaluate effectiveness and impact.

Person responsible for monitoring outcome:

Kerrie Cuffe (kcuffe@learninglodgeacademy.com)

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.)

Implement a Schoolwide Positive Behavior Support Team to develop interventions, support, and celebration for students' academic, behavior, and/or attendance success. Problem-solve students to ensure children's behavioural needs are addressed.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The strategy will likely yield positive outcomes for all students and help ensure staff members provide adequate supports for students struggling with attendance, behavior, and/or academics.

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.

1. Evaluate baseline data
2. Develop success criteria
3. Implement plan and monitor goals/objectives
4. Celebrate success or adjust (and reteach expectations) where appropriate

Person Responsible: Kerrie Cuffe (kcuffe@learninglodgeacademy.com)

#2. ESSA Subgroup specifically relating to Students with Disabilities

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.

Increase learning gains for students with disabilities in ELA and math.

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

By Spring 2024, increase grades 3-8 ELA learning gains to 50% for students with disabilities on statewide assessments.
By Spring 2024, increase grades 3-8 math learning gains to 50% for students with disabilities on statewide assessments.
By Spring 2024, increase grades 3-8 science proficiency to 41% for students with disabilities on statewide assessments.

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

Students will engage in benchmark assessments (curriculum based assessments; FAST; and/or Istation where applicable) as well as ongoing progress monitoring and data chats throughout the school year.

Person responsible for monitoring outcome:

Kerrie Cuffe (kcuffe@learninglodgeacademy.com)

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.)

In math, LLA will use progress monitoring to ensure that math instruction builds on what each child knows (k-3) and expose students to multiple problem-solving strategies (grades 4-8).
In ELA, LLA will teach students to decode words, analyze word parts, and write and recognize words (k-3) and use assessments of student writing to inform instruction and feedback (grades 4-8).
In science, LLA will integrate science content (i.e: articles, excerpts, etc) into student writing to inform instruction and feedback (grades 4-8).

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

These strategies are evidence-based and should result in positive outcomes and learning gains for all students, more specifically the targeted students with disabilities.

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.

1. Evaluate baseline data with benchmark assessments (Spring 2023; Fall 2023).
2. Plan (Schedule supports; define expectations and goals)

3. Evaluate (monitor instruction/interventions and ongoing performance)
4. Check (adjust supports or services as needed based on ongoing performance/data)

Person Responsible: Kerrie Cuffe (kcuffe@learninglodgeacademy.com)

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).

School leadership team members reviewed Spring 2023 statewide assessment data. Then, reviewed enrollment data, staff allocations, student programs/supports, and the preliminary annual budget. Adjustments were proposed to the board for the start of the school year to ensure appropriate teacher/student ratios and student supports (i.e: intervention teachers, programs, supplies/materials, instructional assistants, etc) were adequately funded. The proposed changes were approved on August 9, 2023 and highly qualified staff were hired, trained, and placed where needed. Instructional materials and programs are being acquired so that certified and skilled teachers and staff can utilize them with all students (i.e: Istation, Reflex, etc). Additionally, the PBS team is reigniting the previously used system (pre-pandemic) to celebrate student achievement (i.e: behavior, academic, and/or attendance) as well. Finally, at least 2 grants (DIRIP & SoRT) are being explored to provide tutoring supports as well to targeted populations beyond the school day.

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 required information will be presented during the annual Open House/Title I Meeting on September 21, 2023. Additionally, the information will be available to families via the school and FDOE websites.

Progress will be shared with families once statewide data becomes available.

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 LLA Family Engagement Plan is available at www.learninglodgeacademy.com/parent-info

Additionally, the school publishes the "Campfire Chronicle" a monthly publication for families. Information

is also shared but not limited to the school marquee, Seesaw messaging platform, School Messenger system (emails/texts/phone calls), and social media posts (i.e: Facebook).

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. (ESSA 1114(b)(7)ii))

Administrators reviewed the 2022-2023 master schedule and staff allocations/appointments. Staff were reassigned for the 2023-24 school year to provide targeted instruction and intervention supports. A team developed an intervention schedule to ensure targeted students' needs were addressed including prioritized support from various certified and highly-qualified staff including but not limited to: exceptional education teachers, basic classroom teachers, basic intervention teachers, gifted teachers, and teachers with dual certification areas. Daily schedules were drafted for teachers to minimize transitions and maximize instructional time with collaborative team-teach supports for instruction, intervention, and/or enrichment as appropriate.

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))

These supports are provided in addition to other programs such as: Title I, Part A; Title II; Title IV; ESSER III; DiRIP; Mental Health plan; and the national school lunch program (providing free breakfast and lunch to all students). All of these initiatives are taken into consideration to maximize outcomes for students and staff to ensure high-quality recruitment, training, ongoing support.

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))

LLA opts-in to the Pasco County Schools Mental Health Plan and has access to community supports and resources such as a social worker, the mobile response team, and other professionals.

LLA also utilizes the Kagan Cooperative Learning theory and the 7 Habits of Happy Kids (and Teens) philosophy to proactively build and foster a school community of leaders and learners.

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))

LLA ensures all students participate in clubs where students can explore various interests. Middle school students participate in Career Planning coursework as well.

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 school has a Multi-Tiered System of Support that is initiated by observation, data analysis, and/or parent requests for problem solving and/or evaluation. The team seeks solutions by engaging in school based intervention planning and/or in-school staffing. After interventions or supports are implemented, the team reviews data and student responses to interventions. The team convenes to determine next steps.

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))

Staff will engage in professional learning throughout the school year including Kagan Cooperative Learning training/refreshers, collaborative guided planning sessions, and other trainings/workshops as aligned with BEST standards for ELA/math and brain science.

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))

LLA invites all enrolled and entering kindergarten students to participate in a multi-day transition camp to acclimate to the school environment (including outdoor play), meet teachers and key staff, make friends, engage in academic tasks, and have basic kindergarten readiness skills assessed.

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: Positive Culture and Environment: Early Warning System	$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00
		Total:	$0.00

Budget Approval

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

Yes