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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 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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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

As a united community, we provide students with an education that broadens their perspective on life.

Provide the school's vision statement

Guiding graduates to a life of purpose.

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

Denise Savino

Position Title

Principal

Job Duties and Responsibilities

-Serve as Instructional Leader (For all Departments) -Collaborate with stakeholders and district leaders to promote a vision focused on learning for all students. -Align school vision and mission with district initiatives and state policies -Model school vision of excellence for stakeholders -Oversee all implementation of SIP. -Adhere to all SAC policies and procedures -Adhere to all district and state school policies and procedures; hold self and others accountable. -Ensure all school safety policies and procedures are in place and communicated to faculty, students, and staff. -Continue to build a strong positive school culture. -Tier 1 Core Instruction aligned with our Action Guide. -Tier 2 and 3 Instruction to ensure all students graduate with their cohort-Provide opportunities for stakeholders to get involved through PTSA, SAC, Extracurricular Activities, Boosters. -Collect Quick Data from stakeholders to use when making decisions for our school. -Complete observations early to determine teacher needs and identify areas of concern which need to be addressed immediately. Provide specific feedback to build teacher and staff capacity. -Collect and analyze student and teacher performance data. -Use student and teacher performance data to support the work of the ILT

in meeting school goals. -Provide Professional Development opportunities for teachers to improve their practice. -Hire and retain faculty and staff -Support all new teachers

Leadership Team Member #2

Employee's Name

Talana Greene

Position Title

Assistant Principal for Curriculum

Job Duties and Responsibilities

-Under the leadership of the school principal, support the school's vision and mission -Collaborates with stakeholders to maintain a safe, respectful, inclusive, and student-centered learning environment. -Serve as an Instructional Leader -Hold self and others accountable to all district and state policies -Complete all observations providing ongoing feedback to teachers -Collaborate in the collections, analysis, and use of student and teacher performance data to help drive decisions that support quality Tier 1 instruction for all students.

-Assist and support the development and implementation of systems to achieve the vision and mission of the school making changes when needed -Collaborates with the principal to manage scheduling and resources to address students' needs -Collaborates with the principal to manage the operations of the school -Assist with the implementation and monitoring of systems and structures that ensure continuous school improvement to promote the academic success and well-being of all students -Collaborates with the principal to identify instructional personnel needs, including standards-aligned content, evidenced-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement. -Develops and supports open, productive, caring, and trusting working relationships among school and educator leaders to build professional capacity and improve instructional practice driven by standards-aligned content

-Models and advocates for respectful communication practices between school leaders, parents, students and other stakeholders. Maintains high visibility and accessibility, and actively listens and responds to all stakeholders.

Leadership Team Member #3

Employee's Name

Richard Peacock

Position Title

Assistant Principal for Administration

Job Duties and Responsibilities

-Under the leadership of the school principal, support the school's vision and mission -Collaborates

with stakeholders to maintain a safe, respectful, inclusive, and student-centered learning environment. -Serve as an Instructional Leader -Hold self and others accountable to all district and state policies -Complete all observations providing ongoing feedback to teachers -Collaborate in the collections, analysis, and use of student and teacher performance data to help drive decisions that support quality Tier 1 instruction for all students.

-Assist and support the development and implementation of systems to achieve the vision and mission of the school making changes when needed -Collaborates with the principal to manage scheduling and resources to address students' needs -Collaborates with the principal to manage the operations of the school -Assist with the implementation and monitoring of systems and structures that ensure continuous school improvement to promote the academic success and well-being of all students -Collaborates with the principal to identify instructional personnel needs, including standards-aligned content, evidenced-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement. -Develops and supports open, productive, caring, and trusting working relationships among school and educator leaders to build professional capacity and improve instructional practice driven by standards-aligned content

-Models and advocates for respectful communication practices between school leaders, parents, students and other stakeholders. Maintains high visibility and accessibility, and actively listens and responds to all stakeholders.

Leadership Team Member #4

Employee's Name

Priscilla Santacruz

Position Title

Assistant Principal for Student Affairs

Job Duties and Responsibilities

-Under the leadership of the school principal, support the school's vision and mission -Collaborates with stakeholders to maintain a safe, respectful, inclusive, and student-centered learning environment. -Serve as an Instructional Leader -Hold self and others accountable to all district and state policies -Complete all observations providing ongoing feedback to teachers -Collaborate in the collections, analysis, and use of student and teacher performance data to help drive decisions that support quality Tier 1 instruction for all students. -Assist and support the development and implementation of systems to achieve the vision and mission of the school making changes when needed -Collaborates with the principal to manage scheduling and resources to address students' needs -Collaborates with the principal to manage the operations of the school -Assist with the implementation and monitoring of systems and structures that ensure continuous school improvement to promote the academic success and well-being of all students -Collaborates with the principal to identify instructional personnel needs, including standards-aligned content, evidenced-based

pedagogy, use of instructional technology, and data analysis for instructional planning and improvement. -Develops and supports open, productive, caring, and trusting working relationships among school and educator leaders to build professional capacity and improve instructional practice driven by standards-aligned content -Models and advocates for respectful communication practices between school leaders, parents, students and other stakeholders. Maintains high visibility and accessibility, and actively listens and responds to all stakeholders.

Leadership Team Member #5

Employee's Name

John Baker

Position Title

Assistant Principal for Student Affairs

Job Duties and Responsibilities

Under the leadership of the school principal, support the school's vision and mission -Collaborates with stakeholders to maintain a safe, respectful, inclusive, and student-centered learning environment. -Serve as an Instructional Leader -Hold self and others accountable to all district and state policies -Complete all observations providing ongoing feedback to teachers -Collaborate in the collections, analysis, and use of student and teacher performance data to help drive decisions that support quality Tier 1 instruction for all students. -Assist and support the development and implementation of systems to achieve the vision and mission of the school making changes when needed -Collaborates with the principal to manage scheduling and resources to address students' needs -Collaborates with the principal to manage the operations of the school -Assist with the implementation and monitoring of systems and structures that ensure continuous school improvement to promote the academic success and well-being of all students -Collaborates with the principal to identify instructional personnel needs, including standards-aligned content, evidenced-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement. -Develops and supports open, productive, caring, and trusting working relationships among school and educator leaders to build professional capacity and improve instructional practice driven by standards-aligned content -Models and advocates for respectful communication practices between school leaders, parents, students and other stakeholders. Maintains high visibility and accessibility, and actively listens and responds to all stakeholders.

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Leadership Team Member #6

Employee's Name

Arnitra Gollett

Position Title

SAC Chair

Job Duties and Responsibilities

- Guide the committee toward continuous school improvement -Lead the committee in implementation of the School Improvement Plan and Title 1 CNA Plan -Ensure the committee is composed of all stakeholders who represent the ethnic, racial, and economic community served by the school.
- Conduct all elections as dictated by the bylaws of School Advisory Committees. -Ensure voting policies and procedures are followed so they are fair, equitable, as outlined in the SAC bylaws.
- Promote the involvement of our parents and families

Leadership Team Member #7

Employee's Name

Jill Horner

Position Title

Literacy Coach

Job Duties and Responsibilities

- Maintain and monitor the implementation of the reading program for all grade levels -Coach ELA/ Reading classroom teachers -Develop and conduct professional development for classroom teachers with a focus on SWD and ELL teaching strategies aligned to the standards -Ensure the comprehensive instruction of reading within the school and compliance with the FTE guidelines
- Identify teachers in need of support to improve the reading instruction and student outcomes cross curricular - Provide support to Tiered teachers

Leadership Team Member #8

Employee's Name

Diana Wohlgamuth

Position Title

Math Coach

Job Duties and Responsibilities

- Maintain and monitor the implementation of the math curriculum for all grade levels -Coach math classroom teachers -Develop and conduct professional development for classroom teachers with a focus on SWD and ELL teaching strategies aligned to the standards -Ensure the comprehensive instruction of math within the school and compliance with the FTE guidelines -Identify teachers in need of support to improve the math instruction and student outcomes - Provide support to Tiered teachers

Leadership Team Member #9

Employee's Name

Benita Holmes

Position Title

Student Services Department Head

Job Duties and Responsibilities

Lead all school counselors in the following roles and responsibilities: Coordinate and implement a comprehensive school counseling program to include academic advising and planning, social/personal/mental health counseling, college and career exploration, and parent and community engagement -Provide ongoing counseling services to include small and large groups as well as visits to classrooms to promote counseling services for all students -Collaborate with administration, teachers, school staff, district personnel, parents, and community agencies to meet the counseling and educational needs of our students -Review student records to ensure students have what they need to graduate with their cohort -Monitor attendance and behavior of students to provide interventions needed to support the students' success while in high school -Communicate to parents and students information regarding graduation requirements, academic options, and acceleration programs -Analyze school records for educational planning of students -Review and evaluate student records and transcripts -Assess and address individual student needs and refer students to appropriate school and community resources as needed -Provide preventative and responsive services as needed -Provide crisis counseling to students as needed -Address students' mental health needs as needed -Facilitate the promotion of parent/guardians in their child's education -Support teachers in parent/teacher conferences

Leadership Team Member #10

Employee's Name

Tamara Coffey-Keller

Position Title

Exception Student Education Specialist

Job Duties and Responsibilities

-Provide site-based support in all areas of Exceptional Student Education -Utilize ESE program knowledge and leadership skills to work collaboratively with school and district personnel to provide curriculum, instruction, behavior, compliance, and programmatic decision supports for the school -Assist administration team, ESE, general education, school staff, parents, and students to ensure FAPE is being provided and to improve the outcomes of students with disabilities -Provide support and instruction to SWD as needed on campus. -Oversee the IEP process for all SWD and teachers.

-Assist with the organization, management, and coordination of supports and services provided to our SWD -Support teachers and paraprofessionals with behavioral and instructional strategies to ensure the success of our students -Collaborate with the leadership team

Leadership Team Member #11

Employee's Name

Wilmarie Rios

Position Title

ELL Resource Teacher

Job Duties and Responsibilities

Maintain and monitor the implementation of the ESOL program -Ensure the comprehensive program of ESOL within our school and the compliance with FTE rules and guidelines from the FDOE and Department of Education-Train teachers on the use of ELLevation and the student data provided as well as the strategies available to use with their students -Monitor teachers' use of ELLevation during monthly Monday Collaborative Planning Meeting -Provide coaching cycles to classroom teachers to improve their capacity when instructing English Language Learners -Effectively implement district provided resources -Design and conduct professional development for all classroom teachers and bilingual paraprofessionals in specific English language acquisition strategies, best practices, and specific instructional resources -Conduct data chats with teachers to interpret data and plan for quality Tier 1 instruction with a focus on ELL students in every class -Model effective teaching strategies to build teacher capacity in instructing ELL students -Provide continuous, targeted feedback to teachers of ELL students so student performance data improves for this subgroup.

Leadership Team Member #12

Employee's Name

Arnitra Gollett

Position Title

FACE Ambassador

Job Duties and Responsibilities

-Strengthen family engagement practices on campus, linked to learning, contributing to increased academic performance, daily attendance and higher graduation rates -Utilize district-based resources and strategies which help strengthen the school's family and community engagement efforts, to support our School Improvement Plan. -Build the capacity of school staff by creating and offering trainings, tools, tips, and technical assistance which strengthens sustainable family engagement strategies - Support teachers in developing a co-partnership with their students' parents and in knowing how to link family engagement efforts to learning so students' academic learning gains can

improve -Cultivate community partnerships which support families, education, and student achievement through community resources, collaboration, and support for our school - Plan Family and Community engagement activities and initiatives that are relational, developmental, interactive, collaborative and linked to learning.

Leadership Team Member #13

Employee's Name

Alain Metellus

Position Title

Social Worker

Job Duties and Responsibilities

- Address barriers that interfere with student performance and academic achievement -Collaborate with stakeholders to create an environment which will engage effective problem solving and learning for all students -Collaborate with stakeholders to help students and families with coursework and learning, behavior, and any attendance concerns -Promote mental health and well-being of all students by providing individual and group counseling -Implement all district crisis protocols -Connect students and families to mental health resources -Serve as a liaison between school, family, and community agencies to support students' success -Complete home visits as defined through the MTSS process and provide services with internal and external resource provide -Collaborate with classroom teachers to provide insight and understanding concerning a student's needs and/or behaviors. - Assess students' social, emotional, and interpersonal relationships within the school, home, and community to provide resources and services needed.

Leadership Team Member #14

Employee's Name

Robert Pepe

Position Title

School Psychologist

Job Duties and Responsibilities

-Lead with administration and Student Services Team the Florida Harm Prevention and Threat Management Model monthly meetings with agenda and students' names to be addressed -Coordinate and implement psychological services including academic and behavioral consultation emphasizing the problem-solving model, psychoeducational assessment, individual group counseling and crisis intervention. -Provide mental health counseling to students -Conduct comprehensive

psychological evaluations of referred students following all standards and in compliance with the DOE statutes and federal regulations -Interpret educational data and psychological findings for stakeholders during conferences and team meetings -Consults with parents, students, staff and other professionals regarding student, class, school or district concerns -Possess knowledge of legal, ethical, and professional issues related to the practice of psychology within our school -Participate in school and district meetings to support our students well being -Collaborate with administrations, teachers, staff, parents, and community agencies to support the educational needs of our students -Participate in problem-solving leadership teams to assist in defining student challenges, developing interventions and monitoring response to interventions -Complete comprehensive psychoeducational evaluations and produce written reports which will be used for educational planning -Maintain accurate records regarding services provided -Participate in formulating and implementing in school intervention initiatives -Provide professional development to staff to increase their knowledge and skills regarding a students' well being

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.

Members of Instructional Leadership Team and AVID Site Team attended AVID 2024 Summer Institute with the Principal to review student performance data from the 2023-2024 school year and determine school wide goals with a focus on our ESSA ELL and SWD subgroups.

Members of our PBIS Core Leadership Team attended the PBIS 2024 Summer Conference at USF. PBIS Core Leadership Team focused on a Culture for Learning at Lennard High School and the initiatives we can implement to continue to reduce our schoolwide discipline and attendance issues with a specific focus on our ESSA ELL and SWD subgroups.

Leadership Team meeting held in July to present district initiative of High Reliability Schools. The Leadership Team consisted of a representative from every department in the school including Students Services. The Leadership Team discussed and analyzed the 4 Levers of Instruction and which one our school should focus on based on the analysis of our student performance data from the spring of 2024 with a focus on our ESSA ELL and SWD subgroups.

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))

The effective implementation of the SIP will be monitored weekly during administration staff meetings and core ILT meetings as well as monthly during our Florida Model, MTSS, Attendance, Behavior, PBIS, and SAC meetings. Student performance data as well as teacher observation data will be analyzed to assess the effectiveness of the initiatives we have in place and identify the changes which may need to be made. Student performance data to include PM1, formative, summative, mini assessments, common assessments, district assessments will provide the information needed to design Tier 2 and Tier 3 interventions for all students with a focus on our ESSA ELL and SWD subgroups.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	72.1%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	80.1%
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) ASIAN STUDENTS (ASN) 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>	2023-24: C 2022-23: C* 2021-22: C 2020-21: C 2019-20:

E. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

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					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 Algebra assessment					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
	9	10	11	12	
Students with two or more indicators					0

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					0
Students retained two or more times					0

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 CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	47	54	55	45	51	50	48	52	51
ELA Grade 3 Achievement **									
ELA Learning Gains	55	57	57				52		
ELA Learning Gains Lowest 25%	52	53	55				44		
Math Achievement *	37	47	45	40	42	38	42	39	38
Math Learning Gains	46	49	47				57		
Math Learning Gains Lowest 25%	41	43	49				48		
Science Achievement *	51	66	68	52	64	64	50	46	40
Social Studies Achievement *	66	71	71	61	69	66	58	49	48
Graduation Rate	82	87	90	87	89	89	89	64	61
Middle School Acceleration								41	44
College and Career Readiness	56	65	67	56	62	65	40	72	67
ELP Progress	34	45	49	33	39	45	38		

*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 (FPP) 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	52%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	567
Total Components for the FPPI	11
Percent Tested	96%
Graduation Rate	82%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
52%	52%	51%	43%		49%	51%

* 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	35%	Yes	5	
English Language Learners	42%	No		
Asian Students	79%	No		
Black/African American Students	51%	No		
Hispanic Students	47%	No		
Multiracial Students	64%	No		
White Students	60%	No		
Economically Disadvantaged Students	48%	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	33%	Yes	4	
English Language Learners	33%	Yes	4	
Asian Students	76%	No		
Black/African American Students	52%	No		
Hispanic Students	45%	No		
Multiracial Students	67%	No		
White Students	70%	No		
Economically Disadvantaged Students	45%	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	37%	Yes	3	
English Language Learners	34%	Yes	3	
Native American Students				
Asian Students	72%	No		
Black/African American Students	49%	No		
Hispanic Students	45%	No		
Multiracial Students	59%	No		
Pacific Islander Students				
White Students	68%	No		
Economically Disadvantaged Students	47%	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 L2.5%	MATH ACH.	MATH LG	MATH LG L2.5%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	47%		55%	52%	37%	46%	41%	51%	66%		82%	56%	34%
Students With Disabilities	13%		38%	43%	22%	41%	33%	23%	33%		78%	23%	
English Language Learners	28%		50%	50%	27%	46%	42%	44%	35%		65%	39%	34%
Asian Students	86%		71%						80%				
Black/African American Students	42%		53%	56%	37%	48%	38%	41%	62%		85%	43%	
Hispanic Students	37%		54%	49%	29%	44%	45%	48%	54%		75%	49%	33%
Multiracial Students	60%		50%		63%	50%		76%	71%		89%	53%	
White Students	59%		58%	63%	50%	46%	25%	63%	83%		87%	70%	
Economically Disadvantaged Students	37%		52%	54%	31%	42%	42%	48%	54%		76%	45%	50%

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	45%				40%			52%	61%		87%	56%	33%
Students With Disabilities	18%				16%			30%	37%		74%	21%	
English Language Learners	15%				25%			27%	38%		75%	29%	24%
Asian Students	56%				70%				80%		93%	79%	
Black/African American Students	41%				34%			48%	50%		89%	48%	
Hispanic Students	33%				31%			40%	55%		85%	51%	23%
Multiracial Students	68%				48%			68%	68%		87%	62%	
White Students	62%				58%			68%	76%		87%	69%	
Economically Disadvantaged Students	33%				32%			40%	55%		83%	46%	26%

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	48%		52%	44%	42%	57%	48%	50%	58%		89%	40%	38%
Students With Disabilities	17%		45%	47%	22%	44%	36%	20%	35%		85%	15%	
English Language Learners	15%		39%	40%	19%	34%	42%	19%	27%		78%	20%	38%
Native American Students													
Asian Students	77%		55%								100%	57%	
Black/African American Students	43%		52%	41%	39%	60%	50%	37%	47%		93%	32%	
Hispanic Students	37%		46%	44%	34%	47%	44%	38%	50%		83%	34%	35%
Multiracial Students	49%		52%		52%	64%		63%	71%		96%	25%	
Pacific Islander Students													
White Students	69%		61%	45%	62%	73%	69%	78%	75%		93%	59%	
Economically Disadvantaged Students	37%		48%	45%	39%	54%	45%	40%	53%		86%	35%	38%

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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	49%	52%	-3%	53%	-4%
Ela	9	40%	51%	-11%	53%	-13%
Biology		49%	63%	-14%	67%	-18%
Algebra		28%	53%	-25%	50%	-22%
Geometry		43%	53%	-10%	52%	-9%
History		64%	67%	-3%	67%	-3%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		29%	17%	12%	16%	13%
Geometry		40%	12%	28%	21%	19%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		39%	30%	9%	27%	12%
Algebra		18%	18%	0%	17%	1%
Geometry		24%	12%	12%	16%	8%
History		39%	39%	0%	29%	10%

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 in US History from 61% to 66% on the spring 2024 EOC. The new actions included more effective Professional Learning Communities, Planning Days with the use of substitutes, and use of the district content coach.

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 component that showed the lowest performance was in math from 40% to 37% on the spring 2024 EOC. The contributing factors for these trends are less than quality, effective planning and Tier 1 core instruction and one core classroom teacher in VE math was on an Assistance Plan. There were also two long-term substitutes to replace vacancies in Geometry and Math for College Liberal Arts.

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 is math. The proficiency in math in spring of 2023 was 40% as compared to 37% in the spring of 2024. The contributing factors for this decline are less than quality, effective planning and Tier 1 instruction and one core classroom teacher in VE math was on an Assistance Plan. There were also two long-term substitutes to replace vacancies in Geometry and Math for College Liberal Arts.

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 show that the greatest gap when compared to the state average is in ELA proficiency. The state proficiency for ELA Achievement was 55% in the spring of 2024. Lennard High School's proficiency for ELA Achievement was 47% in the spring of 2024.

The contributing factors for this gap are less than quality, effective planning and Tier 1 instruction and two vacancies with long-term substitutes in English 1 and English 2.

EWS Areas of Concern

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

Lennard High School is concerned about attendance and Level 1 proficiency on statewide ELA and Algebra assessment for our ESSA subgroups.

Highest Priorities

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

1. Reading Proficiency
2. Math Proficiency
3. Attendance for ESSA Subgroups
4. Behavior for ESSA Subgroups
5. Academic Success for ESSA Subgroups

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.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

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.

The Area of Focus will be on our SWD proficiency in ELA. Teachers need to plan content aligned strategies which are meeting the needs of our SWD. The rationale for this crucial need is that 13% of our SWD were proficient in ELA in the spring of 2024.

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.

At Lennard High School, 13% of our SWD were proficient in ELA in the spring of 2025. At Lennard High School, 42% of our SWD will show proficiency in ELA by the spring of 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 effective implementation of the SIP Area of Focus will be monitored weekly during administration staff meetings and core ILT meetings as well as monthly during our Florida Model, MTSS, Attendance, Behavior, PBIS, and SAC meetings. Student performance data as well as teacher observation data will be analyzed to assess the effectiveness of the initiatives we have in place and identify the changes which may need to be made. Student performance data to include PM1, formative, summative, mini assessments, common assessments, district assessments will provide the information needed to design Tier 2 and Tier 3 interventions for all students with a focus on our ESSA SWD subgroup.

Person responsible for monitoring outcome

Administration and Leadership Team

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:

All SWD will be scheduled into classes with the Least Restrictive Environment.

Rationale:

All SWD students will be exposed to the guaranteed curriculum in which all students in general education receive. The principal and APC will meet weekly with core ILT to monitor our SWD student performance data and align the PD with the needs of our students and teachers.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

The Math Resource Teacher, Literacy Coach, Assistant Teachers, and Teacher Leaders will provide Academic Tier II and Tier III Tutoring Expanding Learning Time before school, during lunchtime, and after school to address specific deficits in standard based learning in our SWD subgroup. Extended Learning Time - Tutoring after school for SWD will begin September 2024, three times per week until May 2025. Extended Learning Program will include all core classes for SWD.

Rationale:

SWD needing more instruction to master the standards for each of their courses will benefit from Extended Learning Time with Tier 1 intervention. Reading Coach and Math Coach will monitor students' self-grade reporting folders to progress monitor each SWD performance in each of the classes they are being tutored in to determine the effectiveness of the tutoring received.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken 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

Literacy Coach Intervention

Person Monitoring:

Administration and Leadership Team

By When/Frequency:

Monthly/ During Monthly ILT Meetings

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

The Literacy Coach will support all SWD teachers and students in all grade levels. The Literacy Coach will focus on coaching cycles with our tiered teachers across curriculums. The Literacy Coach will provide modeling and set up demonstration classrooms for all teachers to see strategies learned in action to meet the needs of our SWD. Literacy Coach will use this data to provide resources to support our teachers' lesson planning and instruction. The Literacy Coach will conduct data chats with each teacher, so teachers know their SWD students and the interventions needed to individualize instruction and ensure their success in the class. The Literacy Coach will provide

Professional Development monthly which is aligned to our Instructional Priority and small group instruction.

IV. Positive Culture and Environment

Area of Focus #1

Other

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.

Increase parent/guardian engagement for all grade levels 9-12 to promote positive outcomes in proficiency in student performance and parent involvement. At Lennard High School, 39% of our students did not attend school 90% of the school year which is affecting their learning and ability to master the standards for each course and to meet proficiency on the state assessments. At Lennard High School, 36% of our students did not attend school 90% of the 2022-2023 school year. We will work to make more connections with parents/families to elevate the importance of their child coming to school every day with a focus on our ESSA subgroup.

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.

At Lennard High School, 39% of our students in grades 9-12 did not attend school 90% of the 2023-2024 school year which is affecting their learning and ability to master the standards for each course and to meet proficiency on the state assessments.

Lennard High School will reduce the percent of grades 9-12 students missing 10% or more of enrolled school days from 39% to 25% by the spring of 2025.

In the spring of 2025, Family Survey data will increase in the Family Familiarity with Grade-Level Learning Domain from 3.5 to 5.0 on the administered Panorama Survey.

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 Area of Focus will be monitored through the students', SNS Daily Attendance Report, Daily Attendance Report in Synergy, Period by Period Attendance Report in Synergy, and Teacher

notification through email and guidance/administration referrals.

MTSS and CCEIS team to meet monthly to monitor student attendance through analyzing data reports.

Using the PowerBI and Synergy, leadership team will monitor different subgroups of students and address continuous absenteeism to design Tier 3 interventions.

CCRT will implement quarterly positive attendance HERO (Here, Everyday, Ready, On time) celebrations for improved and perfect attendance.

CCRT will implement the PBIS system so teachers can reward students for being on time and present in class.

Students will be recognized with certificates and free item from the PBIS store for their improved attendance.

Families and students will be informed at the 9th grade Orientation Meeting during Open House. Information for attendance will be posted on the school's website and social media accounts.

Students will be informed of all attendance policies and the importance of being in school at the Student Affairs Office assemblies during the first week of school.

Attendance at the quarterly "Hook'em" meetings using sign in sheet collected by administration. Data will be collected at the end of the session for review and analysis. Instructional Leadership Team will meet to discuss the data and attendance, the impact on student attendance and performance, and determine the next steps needed to increase impact with a focus on our ESSA SWD subgroup.

Attendance at the SAC and PTSA Meetings using sign in sheet collected by administration. Data will be collected for review and analysis. SAC lead and Instructional Leadership Team will meet to discuss the data and attendance, the impact on student attendance and performance, and determine the next steps needed to increase impact with a focus on our ESSA ELL and SWD subgroups.

Monitor social media to keep parents informed to track the number of stakeholder views. The administration will collect data bimonthly to assess the number of stakeholder views. Data will be reviewed by administration and Student, Family and Community Engagement Lead bimonthly to determine the growth of stakeholder views so communication can increase, and inaccurate information is clarified. Based on the data received, next steps will be determined to address

changes which may need to be made.

Person responsible for monitoring outcome

Administration and Leadership Team

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:

Host Parent Information Meetings to include 9th Grade Orientation Meeting, Senior Class Meeting, Athletic Coaches Meetings, and Academic Nights for Specific Content Areas for all families with a focus on our SWD ESSA Subgroup

Rationale:

To inform families of the importance of attendance as it relates to credits and benchmarks required for graduation and to understand how their student and the families can become connected to our school

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Send Personal Invitations

Person Monitoring:

ESE Specialist

By When/Frequency:

Before each event/When needed

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

Send invitations to ESSA ELL and SWD subgroup families to attend SAC, PTSA, and all Parent Information Meetings so they are specifically provided with all information needed to attend the focus meetings. Leadership Team will monitor the impact of this action step by using parent/family sign in to determine the number in attendance at each meeting. Using the attendance data from these meetings will show the impact on their student and whether or not the attendance has improved in school.

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.

www.hillsboroughschools.org/lennard

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))

www.hillsboroughschools.org/lennard

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))

Teachers will meet on the first Tuesday and third Monday of every month to collaborate with their team to address curriculum, assessments, instruction, student performance data and complete the PLC form to be reviewed by the leadership team with feedback given.

Each PLC will have written goals for their student learning.

Administration, teacher leaders, department heads, instructional coaches will circulate the cafeteria during Monday PLC to monitor the effectiveness of the PLC and provide immediate support, so no

time is lost.

All teacher leaders, department heads, and instructional coaches will monitor effectiveness of PLC by collecting and reviewing PLC forms to ensure teams are focused on standards-based instruction, standard referenced reporting, and a competency-based system so all students including the ELL and SWD students can master the standards expected for each course.

Each PLC will create common assessments and analyze student achievement and growth with a focus on our SWD with the support of the ESE Specialist.

ESOL Specialist will collaborate with individual PLCs to gather and assess the needs of the ELL students presented by the teachers.

ESOL Specialist will collaborate with individual PLCs to determine the effectiveness of the strategies being used in Tier 1 instruction to design Tier 2 and Tier 3 interventions for our ESSA ELL subgroup.

SWD Specialist will collaborate with individual PLCs to gather and assess the needs of the SWD presented by the teachers.

SWD Specialist will collaborate with individual PLCs to determine the effectiveness of the strategies being used in Tier 1 instruction to design Tier 2 and 3 interventions for our ESSA SWD subgroup.

Educate teachers on research-based information that teachers who have developed a co-partnership with their students' parents and linked family engagement efforts to learning have observed learning gains in their students' academic performance.

Build the capacity of school staff by creating and offering trainings, tools, tips, and technical assistance which strengthens sustainable family engagement strategies

Support teachers in developing a co-partnership with their students' parents and in knowing how to link family engagement efforts to learning so students' academic learning gains can improve

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))

The school uses District approved curriculum to support the learning of the state standards as assessed on state assessments. The school leans on the systems and resources available to support SEL and the mental health needs of the 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. (ESEA 1114(b)(7)(iii)(I))

The school counselors will coordinate and implement a comprehensive school counseling program to include social/personal/mental health counseling, and parent and community engagement -Provide ongoing counseling services to include small and large groups as well as visits to classrooms to promote counseling services for all students -Collaborate with administration, teachers, school staff, district personnel, parents, and community agencies to meet the counseling and educational needs of our students -Monitor attendance and behavior of students to provide interventions needed to support the students' success while in high school -Assess and address individual student needs and refer students to appropriate school and community resources as needed -Provide preventative and responsive services as needed -Provide crisis counseling to students as needed -Address students' mental health needs as needed -Facilitate the promotion of parent/guardians in their child's education -Support teachers in parent/teacher conferences -Build positive relationships with students so they seek out the services and support of their school counselor -Lead MTSS Team -Lead 504 Team

The social worker will address barriers that interfere with student performance and academic achievement -Collaborate with stakeholders to create an environment which will engage effective problem solving and learning for all students - Promote mental health and well-being of all students by providing individual and group counseling -Implement all district crisis protocols -Connect students and families to mental health resources -Serve as a liaison between school, family, and community agencies to support students' success -Complete home visits as defined through the MTSS process and provide services with internal and external resources - Collaborate with classroom teachers to provide insight and understanding concerning a student's needs and/or behaviors. - Assess students' social, emotional, and interpersonal relationships within the school, home, and community to provide resources and services needed.

The school psychologist will lead with administration and Student Services Team the Florida Harm Prevention and Threat Management Model monthly meetings with agenda and students' names to be addressed - Coordinate and implement psychological services including academic and behavioral consultation emphasizing the problem-solving model, psychoeducational assessment, individual

group counseling and crisis intervention. -Provide mental health counseling to students -Conduct comprehensive psychological evaluations of referred students following all standards and in compliance with the DOE statutes and federal regulations -Interpret educational data and psychological findings for stakeholders during conferences and team meetings -Consults with parents, students, staff and other professionals regarding student, class, school or district concerns -Possess knowledge of legal, ethical, and professional issues related to the practice of psychology within our school -Participate in school and district meetings to support our students well-being -Collaborate with administrations, teachers, staff, parents, and community agencies to support the educational needs of our students -Participate in problem-solving leadership teams to assist in defining student challenges, developing interventions and monitoring response to interventions -Complete comprehensive psychoeducational evaluations and produce written reports which will be used for educational planning -Maintain accurate records regarding services provided -Participate in formulating and implementing in school intervention initiatives -Provide professional development to staff to increase their knowledge and skills regarding a students' well being.

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))

Future Career Academy Curriculum taught in all senior classes.

Communicate to parents and students information regarding graduation requirements, academic options, and acceleration programs.

Coordinate and implement a comprehensive school counseling program which includes academic advising and planning, college and career exploration, and parent and community engagement.

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)).

Schoolwide Positive Behavior Intervention System – Students in grades 9-12 receive Dojo Points for demonstrating the Lennard 3: We are Respectful, We are Responsible, and We are Safe. Student can visit the Dojo store on Fridays while at lunch in the student cafeteria to trade their points earned for rewards.

Schoolwide PBIS celebration for students who demonstrated perfect attendance for each Quarter.

Freshmen and new to Lennard student Parent Orientation meeting is held during Open House in August so students and parents/families hear the same expectations for attendance, behavior, and academic expectations, as well as interventions and consequences before the first day of school.

Students attend assembly during the first week of school with all schoolwide attendance, behavior, and academic expectations. Freshmen will hear the expectations again and grades 10-12 will receive the information at the assembly for the first time this school year.

Students without any ISS or OSS can attend Homecoming Dance and senior activities including Prom.

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)).

All teachers will learn to plan for students to be engaged in content aligned instruction at the depth and breadth of the standards to ensure the Tier 1 intended curriculum is delivered with fidelity utilizing effective teaching strategies with a focus on SWD and ELL students.

Teachers will learn specific AVID reading strategies to incorporate into each content area with a focus on SWD and ELL students.

Teachers will need to learn scaffolding strategies to implement into their lessons specifically for ESSA subgroups.

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))

No Answer Entered

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.

Members of Instructional Leadership Team and AVID Site Team attended AVID 2024 Summer Institute with the Principal to review student performance data from the 2023-2024 school year and determine school wide goals with a focus on our ESSA ELL and SWD subgroups.

Members of our PBIS Core Leadership Team attended the PBIS 2024 Summer Conference at USF. PBIS Core Leadership Team focused on a Culture for Learning at Lennard High School and the initiatives we can implement to continue to reduce our schoolwide discipline and attendance issues with a specific focus on our ESSA ELL and SWD subgroups.

Leadership Team meeting held in July to present district initiative of High Reliability Schools. The Leadership Team consisted of a representative from every department in the school including Students Services. The Leadership Team discussed and analyzed the 4 Levers of Instruction and which one our school should focus on based on the analysis of our student performance data from the spring of 2024 with a focus on our ESSA ELL and SWD subgroups.

Specifics to Address the Need

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

The effective implementation of the SIP will be monitored weekly during administration staff meetings and core ILT meetings as well as monthly during our Florida Model, MTSS, Attendance, Behavior, PBIS, and SAC meetings. Student performance data as well as teacher observation data will be analyzed to assess the effectiveness of the initiatives we have in place and identify the changes which may need to be made. Student performance data to include PM1, formative, summative, mini assessments, common assessments, district assessments will provide the information needed to design Tier 2 and Tier 3 interventions for all students with a focus on our ESSA ELL and SWD subgroups.

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