

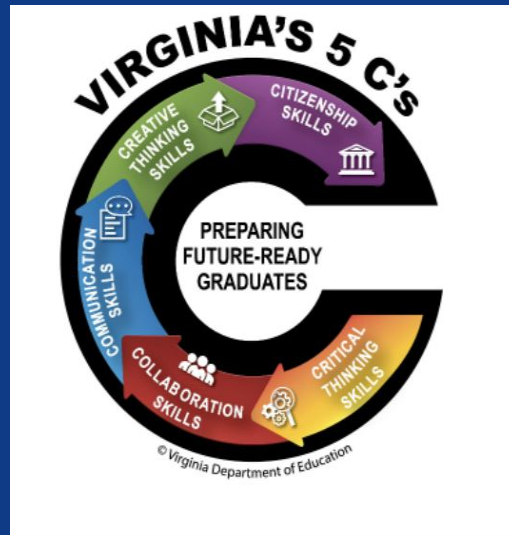


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SUFFOLK PUBLIC SCHOOLS

Lakeland High School
School Performance Plan

2023-2024





Student Achievement and Instruction



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English

Problem Statement: As a result of a lack of implementation of direct explicit Tier I Writing instructional strategies, demonstrated student mastery on the State SOL Writing Assessment was below the minimum. The results of the "5 Whys Protocol" reveals that the lack of implementation may be a result of a lack of training with NRI (Professional Development) or due to resistance.

SMART Goal: By the end of the 2023-2024 SY, 75% of students taking the end of course Writing assessment (SOL) will demonstrate mastery.

Essential Action/Research Based Strategy/Evidence-based Intervention (Change Idea): Implement and monitor direct explicit instruction in writing through usage of the No Red Ink scaffolded writing mentor activities to develop student proficiency in composing and writing expression.

Alignment to the Strategic Plan: Goal 1



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Math

Problem Statement: In the 2022-2023 SY, only 61% of students demonstrated mastery on the Geometry end of course assessment. Student performance was less than anticipated due to a lack of consistently engaging and effective Tier I instructional practices.

SMART Goal: By the end of the 2023-2024 SY, 70% of students participating in the Geometry End of Course (SOL) assessment will obtain a passing score of at least 400.

Essential Action/Research Based Strategy/Evidence-based Intervention (Change Idea): Teachers will utilize effective Tier I strategies to increase student engagement and understanding of Geometry content. Teachers will analyze student learning data to provide Tier II and Tier III interventions focused on targeted skill areas.

Alignment to the Strategic Plan: Goal 1



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Science

Problem Statement: Only 57% of students taking the Biology End of Course (SOL) assessment received a passing score in the 2022-2023 SY. A "5 Whys" analysis reveals the following: Students have had a lack of engaging Tier 1 instruction, leading to decreased successful outcomes in Science, evidenced by decreased pass rates in high school science courses like Biology.

SMART Goal: By the end of the 2023-2024 SY, 70% of students participating in the end of course (SOL) Biology assessment will demonstrate mastery with a passing score of at least 400.

Essential Action/Research Based Strategy/Evidence-based Intervention

(Change Idea): Teachers will utilize effective Tier I strategies to increase student engagement and understanding of Geometry content. Teachers will analyze student learning data to provide Tier II and Tier III interventions focused on targeted skill areas.

Alignment to the Strategic Plan: Goal 1



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School Climate and Culture



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Climate and Safety

Problem Statement: During the 2022-2023 school year 19% of students and 21% of parents disagreed that LHS had a safe school climate/culture. Public perception has been tainted by negative publicity related to social media posts and the spread of misinformation regarding historical incidents.

SMART Goal: By the end of the 2023-2024 school year student/parent safety dissatisfaction rate will decrease by 25% as measured by the student/parent climate survey results.

Essential Action/Research Based Strategy/Evidence-based Intervention (Change Idea): Build and maintain positive student/staff relationships to create and maintain a culture of safety in the school building resulting in a maximization of instructional minutes and positive climates.

Alignment to the Strategic Plan: Goal 2



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Discipline/PBIS

Problem Statement: There are 44 students returning to LHS that experienced 3+ behavioral concerns (ODR) during SY 2022-23. These behaviors comprised 39.8% (178/447) of all ODR during SY 2022-23. A "5 Whys" analysis yields the following: Students may have had compensatory strategies, supports, etc. that they now lack, or are insufficient presently, to meet the expectations of the current high school academic/behavioral setting.

SMART Goal: By June 2024, the number of repeat offenders (3+ referrals) will decrease by 25% from 44 students to 34 students.

Essential Action/Research Based Strategy/Evidence-based Intervention (Change Idea): Establish a PBIS Tier I Team that utilizes data protocols to identify patterns, possible causes, and propose possible solutions

Alignment to the Strategic Plan: Goal 2



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Attendance/Graduation

Problem Statement: 35% of students were considered chronically absent (18+ absences) in the 2022-2023 SY. The school community has not emphasized the connection between academic success and attendance.

SMART Goal: By June 2024, the percentage of students identified as being chronically absent will decrease by 10% from 35% to 25% (Level II stand alone status).

Essential Action/Research Based Strategy/Evidence-based Intervention (Change Idea): Create a culture in which all teachers and staff purposefully develop positive relationships with students so that they feel a sense of connectedness (increased engagement) to the building ownership in their learning.

Alignment to the Strategic Plan: Goal 2



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Family Engagement

Problem Statement: A "5 Whys" analysis of this information reveals: there may be a possible discrepancy between the messaging that reaches students and families, based on the social media channels that each generation uses, the information that is shared internally/externally.

SMART Goal: By June, 2024, the rate by which students agree that families are encouraged to participate in engagement programming will increase by at least 10%, through the use of division-supported climate survey instruments and data.

Essential Action/Research Based Strategy/Evidence-based Intervention (Change Idea): Use all available communication strategies to ensure the school community is informed and aware of LHS events, developments- innovating where necessary to increase our reach.

Alignment to the Strategic Plan: Goal 4



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SOL PARTICIPATION

Problem Statement: Students are not participating in testing because of adequate preparation, communication, and attendance.

SMART Goal: The numbers of students not participating in SOL testing will decrease by 10% for the 23-24 SY.

Essential Action/Research Based Strategy/Evidence-based Intervention (Change Idea): Design and implement a communication plan to early identify students, who are participating in programs such as Home Services, and provide them support services to encourage participation in testing, clear misconceptions and misinformation, and to increase communication/support with families.

Alignment to the Strategic Plan: Goal 4



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