Polk County Public Schools

Kathleen Senior High School

2015-16 School Improvement Plan

Kathleen Senior High School

1100 RED DEVIL WAY, Lakeland, FL 33815

http://schools.polk-fl.net/khs

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	51%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	57%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	C	D

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    ◦ Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    ◦ Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    ◦ Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    ◦ Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Cultivating a legacy of lifelong learners

Provide the school's vision statement

Kathleen High School is committed to cultivating a legacy of lifelong learners by providing the knowledge and skills needed to be successful, productive citizens. Our students, staff, parents, and community will work together as a family to instill a sense of P.R.I.D.E. in who we are, where we are, and what we are to become.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The school organizes professional development opportunities for teachers and other staff members that focuses on building and cultivating positive relationships with students. Teachers are encouraged to get to know their students - culture, background, learning style, likes and dislikes, etc. School leaders and support staff make student relationships a priority by maintaining high visibility throughout the school day and interacting with students in a positive and supportive way. Various cultures are celebrated throughout the school year with school-wide events and initiatives (e.g. Hispanic Heritage, Black History, etc.). The school also promotes clubs and organizations that are accessible to students of various backgrounds.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The school has established a set of expectations entitled PRIDE (Preparedness, Respect, Integrity, Dependability, and Engagement). Through character lessons and daily interactions, the school instills these character traits within the student body. During times when students are out of classrooms, all available staff members are in the hallways monitoring student movement and behavior. This includes all classroom teachers who are expected to be at their doorways greeting their students and monitoring behavior in the public areas. The high visibility of the school's adults create a safe and secure environment. The Principal makes daily announcements to the student body about expectations for behavior and respect as well as regular communications (email/phone messages) to parents.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

All staff are trained at the beginning of the year on behavioral protocols and throughout the year as needed. For each behavioral infraction, there is a progressive discipline that is established. All personnel responsible for handling behavioral issues use the same procedures for imposing consequences so that students are always dealt with fairly and consistently. Teachers are trained on the difference between classroom-managed and office-managed behaviors. For office-managed behaviors, a discipline referral is needed so that information is accurate and firsthand. The school

also implements an intervention center for students who are disruptive and/or for students in ISS. For students who are disruptive, teachers call the office to have the student removed from the learning environment so that instructional time is not lost and students can remain engaged. The Principal and Discipline Team meet with the student body by grade level at the beginning of the year and again in January to review all expectations.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

School leadership and guidance provide students with counseling, mentoring, and other opportunities to express themselves so that their social-emotional well being remains intact and healthy.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

School leaders and guidance personnel have 24 access to the EWS for our student population. This information is stored in a digital format online on a secure platform and is updated weekly. Key personnel are responsible for monitoring the list of students who meet one or more of the criteria. After students have been identified, a problem-solving team intervenes to decide upon an appropriate course of action to ensure the students stay on track. Indicators include: grade point average below a 2.0 for the semester, progress of credits earned, attendance below 90%, ISS/OSS, more than 2 course failures for the semester, age, 1 or more failures in core courses.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	148	141	139	122	550
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	80	79	32	17	208
Level 1 on statewide assessment	0	0	0	0	
GPA below 2.0	36	157	84	40	317
ISS/OSS > 3 days	31	26	7	8	72
Progress of Credits	0	4	2	5	11
Overage	30	39	21	30	120

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The guidance department develops an individualized graduation plan for each student. Each counselor reviews every student's academic standing each semester and makes adjustments to their individualized plan as needed. Additionally, the academic team reviews grades and progress reports throughout the semester. Academic team members hold conferences with students to mentor and coach them if they are falling behind. Parent/teacher/student conferences are scheduled and held where plans are developed to provide additional support to students. Tutoring is available daily for students. Summer school and other extended learning opportunities are offered to students to improve their academic standing as well. The school has an organization for students who are at-risk. The purpose of the organization is to provide intense mentoring and monitoring for students to keep them on track. Community members engage in this process by offering additional tutoring and mentoring. Teachers notify parents and school leaders as soon as there is a sign that a student is slipping.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/193425.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school builds and sustains partnerships with the local community by reaching out to community leaders and businesses to assist in human support for mentoring projects at KHS and financial support for student and staff needs at KHS. Through KHS United, we actively recruit community volunteers to assist with student development and achievement in our school. Community partnerships are also established and developed through our School Advisory Council. We have many community leaders on our SAC Committee. Working together has strengthened our ability to secure and utilize resources that support our school and student achievement.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
DRISDOM, DONNA	Principal
Smith, Keith	Assistant Principal
Williams, Tony	Assistant Principal
Jenkins, Mario	Assistant Principal
Smith, Javon	Assistant Principal
Smith, William	Dean
Axson, Mozell	Teacher, K-12
Brown, Tiffanie	Teacher, K-12
Miller, Yvonne	Teacher, K-12
Raulerson, Sarah	Instructional Coach
Izzo, Joe	Guidance Counselor
Thacker, Dionne	Other
Maffett, Lia	Assistant Principal
Lineberger, Gary	Dean
Speed, Toi	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Donna Drisdom serves as the school's Principal and facilitates all administrative and leadership team meetings. During these meetings, the Principal ensures everyone has an opportunity to share in the decision making process. Mario Jenkins leads the discipline team and uses behavioral data to modify student policies and provide appropriate interventions and modifications to the environment. Tony Williams is responsibly for ensuring that students have a safe and orderly environment. Donna Drisdom along with her admin team leads the academic team, schedules progress monitoring and teacher/student class assignments. Lia Maffett also coordinates all professional development for instructional staff and coordinates the instructional walkthrough an evaluation processes. Zin Smith serves as the primary instructional leader and administrator at the Central Florida Aerospace Academy, a separate campus of KHS. The Principal and all Assistant Principal's evaluate teacher effectiveness through an ongoing observation/feedback process. Lia Maffett and Instructional Coaches provides academic support to teachers and students, schedules and reports on data collection activities, and schedules and leads parent/teacher/student conferences through the problem-solving process. Tiffanie Brown serves as the Literacy Coach and provides instructional support and professional development to teachers. Sarah Raulerson is the school's Math Coach and supports the Math Department by providing instructional coaching, resources, and professional development. Yvonne Miller and Toi Speed serve as Interventionists whose primary responsibility is to provide academic intervention to our at-risk students. Mrs. Miller focuses on providing interventions in math while Mrs. Brown's focus is on reading/writing intervention. Javon Smith serves as the AP2 and provides leadership and guidance to all 9th grade teachers, students, and families. The behavioral support team is comprised of the APAs and the Deans: Tony Williams, Mario Smith, Will Lineberger and Will Smith. All coaches and deans perform regular walkthroughs to provide teacher's with ongoing feedback about the teaching, learning, and the environment. Cornell. Kirkendoll s is responsible for ensuring that individual student needs are met for Students with Disabilites. Joe Izzo serves as the Guidance Chairperson and, along with the other guidance counselors, provides services related to the students academic, behavioral, psychological, social, and emotional needs.

Dionne Thacker is the school's Graduation Coach and she works with students to ensure they are on track for graduation and postsecondary education or career placement.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

In terms of curricular resources, the district forms instructional material adoption committees that meet several times to review and evaluate curriculum and resources from several different vendors. The school selects representatives to serve on these committees to offer input and suggestions. The committees then make a recommendation to the Superintendent. The school also has a team of individuals that meet to review supplemental materials that align to the needs of the students. In terms of personnel and instruction, the school-based leadership meets every week, throughout the school year and summer months, to discuss observational data from classroom walkthroughs as well as the scheduling of students and specific teacher assignments. The team provides staff with ongoing feedback related to teaching, learning, and performance. Walkthroughs are performed daily to support teachers and other staff members. When recruiting and selecting new employees to serve at the school, the selection committee strives to ensure that the candidate's values, beliefs, and attitudes align to the school's mission, vision, core values, and needs of the students.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Aaron Wilborn	Business/Community
Tiffanie Brown	Education Support Employee
Tony Williams	Education Support Employee
Mario Jenkins	Education Support Employee
Javon Smith	Education Support Employee
Chandra Frederick	Parent
Abby Lee	Parent
Keishla Rodriguez	Student
Antonio Miller	Student
Anthony Wickersham	Education Support Employee
Ruby Lewis	Education Support Employee
Margaret Martinez	Teacher
Alan Darr	Teacher
Lia Maffett	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC reviews the School Improvement Plan throughout the school year and makes recommendations to enhance student achievement and success. School leaders provide the SAC team with progress monitoring updates at each meeting that aid in the problem solving process.

Development of this school improvement plan

The SAC contributes to the development of this plan by providing direction to the staff in the formulation of the school's vision and mission. In addition, the SAC team provides strategies for each area of the SIP and suggests and approves budget expenditures of Title 1 funds. The SAC members suggest and modify parent involvement activities.

Preparation of the school's annual budget and plan

The SAC reviews the school's annual budget and plan and makes recommendations to the Principal that will enhance the efficiency and effectiveness of the funds.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

At this time, there are limited school improvement funds. As funds become available, they will be used to purchase resources that cannot be purchased with other avaialble funds.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Brown, Tiffanie	Instructional Coach
Smith, Javon	Dean
Speed, Toi	Instructional Coach
Vigus, Susan	Other

Duties

Describe how the LLT promotes literacy within the school

The LLT meets quarterly to discuss ideas that will promote literacy throughout the school. Some initiatives that have come from these quarterly meetings include, but are not limited to: Book Club, Hispanic/Black Heritage, School-wide Literacy Marketing Campaign, Book Giveaways, Monthly Literacy Focus, Guest Speakers/Authors, activities during Florida's Celebrate Literacy Week.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school's master schedule is developed with collaborative planning in mind. Each subject area department has a common planning period. For example, all science teachers have 1st period planning,

all social studies teachers have 2nd period planning, so on and so forth. The leadership team developed a coplanning guide to help guide the conversations that occur during the coplanning sessions. Coplanning is expected at least once per week for each core academic area and is facilitated by a leadership team member. Leadership team members and instructional coaches offer support and guidance to teachers regarding instruction, curriculum, and environment. Departments meet at least once per month to collaborate further and share any concerns with leadership. Leadership meets with department chairs at least once per month to collaborate and problem solve in an effort toward continuous improvement. School leaders and community leaders work together to provide incentives and rewards to teachers for their hard work and dedication to student excellence (luncheons, giveaways, etc.).
(Donna's input for improvement in staff morale and planning)

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The Principal and Assistant Principals work with the district to recruit professional and experienced teachers to work at Kathleen High School. Administrators have frequent contact and communication with teachers and provide meaningful professional development. KHS realizes that teachers are our #1 resource. Collaborative planning time is given to allow for professional collaboration and development of common lessons and assessments.
(To support new teachers, meet monthly and provide classroom strategies/instructional techniques/ classroom management, etc.)

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Literacy coaches and admin team work with new staff. Assign admin to new teachers to monitor/meet with them as needed.
First-year teachers are paired with strong instructional leaders in their content areas. New teachers to Kathleen High School are also paired with instructional leaders. Monthly teacher meetings and professional development specifically geared toward new teachers are provided. Leadership team members are assigned to each new teacher to provide additional support.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

All core teachers (and even elective teachers) participated in an in-depth professional learning community that focused on the Florida Standards. The PLC lasted several weeks and teachers collaborated across like disciplines with school leaders to develop a common understanding of the standards. Each week, teachers, instructional coaches, and school leaders collaborate during common planning time to develop standards-based lessons. Coaches and leaders attend these sessions to help guide the conversations and keep them grounded in the standards. The leadership team developed a coplanning guide that includes several prompts that help shape the conversation around the standards. Furthermore, all leaders are trained to look for evidence of standards-based instruction when performing classroom walkthroughs. Additional measures to ensure alignment include the implementation of lesson study and group walkthroughs to evaluate the effectiveness of instructional programs (not individual teachers). At the conclusion of these types of walkthroughs, the

"data collectors" collaborate with the teachers in a reflective conversation and develop an action plan to increase effectiveness for future standards-based lessons.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers are trained on how to use data to inform their instructional decisions. The school has a work day devoted to analyzing progress monitoring data. Teams of teachers work together to analyze the data, identify trends and potential problem areas as well as develop strategies to modify instruction. Through weekly coplanning, teachers share best practices as to how instruction can be differentiated to meet the needs of all learners. Teachers use small group instructions and rotations as well as provide texts/problems to students that are at the appropriate reading or skill level. Students with special needs are provided accommodations and/or modifications to the instruction per their respective IEPs or LEPs, both in the classroom and on high stakes assessments.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 2,200

KHS offers before and after school tutoring sessions to students in Reading, Mathematics, and Science.

Strategy Rationale

Providing tutoring after school creates smaller learning environments for students where they can receive more personalized instruction from qualified educators.

Strategy Purpose(s)

  • Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
DRISDOM, DONNA, donna.drisdom@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The Academic Team tracks the students who attend the tutoring sessions to determine if the sessions are having a positive impact on student learning.

Strategy: Weekend Program

Minutes added to school year: 1,000

KHS offers "Saturday Boost Camps" to provide students with intense remediation and review in Reading and Mathematics as they prepare for statewide assessments.

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The Academic Team tracks the students who attend the Boost Camps to determine if the sessions have a positive impact on student achievement.

Strategy: Summer Program

Minutes added to school year: 2,500

KHS provides summer coursework to students who have previously failed courses in English, Math, Social Studies, and/or Science.

Strategy Rationale

Credit Recovery for students who are behind in credits or need grade forgiveness to improve their GPA.

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The Academic Team and Guidance track the progress of students enrolled in summer school to determine academic progress.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The school has a separate building dedicated to freshmen students to support them during their transition to high school. This building houses 25 classrooms, a science lab, a media center, a computer lab, and 4 administrative offices. A dean are assigned to the Freshman Academy to provide them with specialized attention and support. All freshmen take their core academic classes in this building to transition them smoothly into high school which can be intimidating to some. Additionally, all freshmen are assigned an adult advisor who provides them with additional guidance, support, and

monitoring.

To assist seniors who are transitioning to postsecondary life, the school has a college and career specialist who provides information and guidance for this transition. Whether it is enrolling in a postsecondary education, enlisting in the military, or seeking employment, this staff member has the knowledge, expertise, and resources to ensure the transition is smooth. Students visit the college and career specialist to apply for college admissions, scholarships, job opportunities, and/or to speak to military recruiters.

(Advisor program discontinued?)

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

KHS guidance counselors and school leaders meet with students and parents, individually and in groups, to discuss a student's academic/graduation plan. During these conferences, course offerings are discussed based on student interest and ability level. Additionally, KHS hosts several academic nights for parents and students to get information about the various course offerings at KHS.

(College and Career Fair - Awareness/Information/Knowledge)

Students About Change- visit various colleges

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

KHS offers 6 career academies that focus on Business Management, Sports Medicine, Criminal Justice, Natural Resources and Agriculture, Automotive Technologies, and Aerospace. We also offer students opportunities through our CTE coursework in the areas of Digial Video Productions, Drafting, Early Childhood Education, Culinary Arts, Music, Dance, Theatre, Visual Arts, and Journalism, to name a few.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Addition of a Parent/Community Liaison, College Readiness courses in Language Arts, Reading, and Mathematics, Advanced coursework (AP, Dual Enrollment, and Honors courses in Academic and CTE areas), College/Career Fair and trips to colleges/universities to motivate students and provide information regarding admission criteria, Enrichment/Remediation Boost Camps to prepare for upcoming College Readiness exams (ACT, SAT, PERT), use of PSAT and resources

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

The school has college readiness classes in Mathematics and Language Arts to assist students who need additional support in these areas. Additionally, the school offers students incentives for becoming "college ready" by the time they graduate. After school programs provide students with extended learning opportunities to continue their preparation for postsecondary education. The school offers ACT, SAT, and PERT preparation programs to all students interested. Additionally, the school's Graduation Coach and Guidance staff help prepare students for life after graduation. The school also offers dual enrollment opportunities as well as Advanced Placement and Honors level courses.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B =** Barrier **S** = Strategy

 1 = Problem Solving Step   S123456 = Quick Key

Strategic Goals Summary

G1.   Teachers will use standards-aligned strategies that provide students with opportunities to extend their thinking and learning through assignments and tasks that are rigorous, relevant, and that support literacy.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teachers will use standards-aligned strategies that provide students with opportunities to extend their thinking and learning through assignments and tasks that are rigorous, relevant, and that support literacy.
`1a`

Targets Supported `1b`   🔍 G074719

Indicator	Annual Target

Resources Available to Support the Goal `2`

- School-based coaches and interventionists

- New instructional materials in Reading, ELA, Math, and Biology

- Title 1 funds for materials and planning time

- District PD staff

- Technology

- District Coaching Support

- ESOL Facilitator and Paraeducator

Targeted Barriers to Achieving the Goal `3`

- Expertise for new standards, assessments, and instructional practices that promote literacy and provide rigorous, relevant learning experiences

- Lack of planning time and effective use of planning time

- Achievement gap

Plan to Monitor Progress Toward G1. `8`

Administrators and instructional coaches will monitor assessment results, lesson plans, course grades, and teacher evaluation data to check progress toward meeting the goal. Additionally, the leadership team will hold data chats with teacher and students throughout the school year.

Person Responsible
Chuck Thacker

Schedule
Weekly, from 8/11/2014 to 6/4/2015

Evidence of Completion
Progress Monitoring Data, State Assessment results, School Grade, Course Grades, Teacher Evaluation Data, Lesson Plans, Observations, Conversations, Data Chats

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B =** Barrier **S** = Strategy

1 = Problem Solving Step 🔍 S123456 = Quick Key

G1. Teachers will use standards-aligned strategies that provide students with opportunities to extend their thinking and learning through assignments and tasks that are rigorous, relevant, and that support literacy. 1

🔍 G074719

G1.B1 Expertise for new standards, assessments, and instructional practices that promote literacy and provide rigorous, relevant learning experiences 2

🔍 B195108

G1.B1.S1 Provide high quality learning opportunities 4

🔍 S206727

Strategy Rationale

Increase teacher expertise

Action Step 1 5

School-based Administrators will work with teacher leaders and district leaders to provide high quality, differentiated learning opportunities.

Person Responsible

Schedule

Biweekly, from 8/11/2014 to 6/30/2015

Evidence of Completion

PD Plan, PD Calendar, Agendas, Minutes, Sign In Sheets, PD Artifacts, PD Follow-Up Activities, PD Evaluations, Observations, Conversations

Action Step 2 5

   Person Responsible

   Schedule

   Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administrators will monitor attendance and participation in PD opportunities

   Person Responsible

   Robin Futch

   Schedule

   Biweekly, from 8/11/2014 to 6/30/2015

   Evidence of Completion

   Sign In Sheets, Follow-Up Activities, PD Evals, ARROW forms, In-service Records

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Administrators and instructional coaches will perform regular classroom walkthroughs and evaluations and provide teachers with specific, actionable feedback based on instructional practices observed.

   Person Responsible

   Chuck Thacker

   Schedule

   Daily, from 8/11/2014 to 6/4/2015

   Evidence of Completion

   Evaluation instruments, Walkthroughs, Conversations, Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Administrators and teachers will analyze student progress monitoring data to determine effectiveness of implementation.

Person Responsible

Chuck Thacker

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Progress Monitoring Data

G1.B1.S2 Implement lesson study 4

🔧 S206728

Strategy Rationale

Empower teachers and improve instructional practices

Action Step 1 5

School leaders and teachers will be trained on how to effectively participate in a lesson study.

Person Responsible

Chuck Thacker

Schedule

On 9/18/2014

Evidence of Completion

Sign In Sheets, Follow-Up Activity, PD Eval

Action Step 2 `5`

Teachers will plan lessons together, observe each other delivering the lessons, and then reflect on the lessons collaboratively.

Person Responsible

Chuck Thacker

Schedule

Weekly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Meeting minutes, Lesson Plans, Observations, Conversations, Sign In Sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Administrators and instructional coaches will attend the coplanning and debriefing sessions to offer support and monitor the fidelity of participation/implementation.

Person Responsible

Chuck Thacker

Schedule

Monthly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, Sign In Sheets, Observations, Conversations

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Administrators will review lesson plans and observe teachers delivering the co-authored lessons to determine if learning is becoming more effective as a result of the lesson studies.

Person Responsible

Chuck Thacker

Schedule

Weekly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, Teacher Evaluations, Progress Monitoring Data

G1.B3 Lack of planning time and effective use of planning time 2

G1.B3.S1 Increase planning time 4

Strategy Rationale

Action Step 1 5

Provide teachers with additional planning time through the use of Title 1 funds and administrative-supported coplanning sessions on early release days

Person Responsible

Tiffanie Brown

Schedule

Every 2 Months, from 9/10/2014 to 6/4/2015

Evidence of Completion

Title 1 Budget, PLC Guiding Questions, Lesson Plans, Sign In Sheets

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Monitor teachers to ensure planning time is being utilized efficiently

Person Responsible

Chuck Thacker

Schedule

Weekly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, PLC Guiding Questions, Observations, Conversations

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administration will perform regular classroom walkthroughs and evaluations to determine effectiveness.

Person Responsible

Chuck Thacker

Schedule

Daily, from 8/25/2014 to 6/4/2015

Evidence of Completion

Evaluation instruments, Walkthrough forms, Conversations, Lesson Plans

G1.B3.S2 Facilitate coplanning 4

S206730

Strategy Rationale

Action Step 1 5

Set coplanning calendar and determine coplanning groups

Person Responsible

Robin Futch

Schedule

Weekly, from 9/2/2014 to 5/26/2015

Evidence of Completion

Coplanning calendar, Groupings

Action Step 2 5

Administrators and coaches will facilitate coplanning sessions to model expectations and gradually release responsibility to the teachers.

Person Responsible

Chuck Thacker

Schedule

Weekly, from 9/10/2014 to 5/26/2015

Evidence of Completion

Lesson Plans, PLC Guiding Questions, Observations, Assessments

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Administrators and coaches will attend and facilitate coplanning sessions

Person Responsible

Chuck Thacker

Schedule

Weekly, from 9/2/2014 to 5/26/2015

Evidence of Completion

Sign In Sheets, Observations, Conversations, Lesson Plan, PLC Guiding Questions/ Template

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Administrators and coaches will attend coplanning sessions, review lesson plans, and perform classroom walkthroughs to monitor effectiveness.

Person Responsible

Chuck Thacker

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, Planning Artifacts/Minutes, Observations, Conversations, WT data

G1.B5 Achievement gap 2

🔍 B195112

G1.B5.S1 Literacy and Math interventionists provide additional support to struggling readers and math students. 4

🔍 S206731

Strategy Rationale

Action Step 1 5

Identify students in the lowest quartile in reading and mathematics and provide targeted instruction.

Person Responsible

Tiffanie Brown

Schedule

Weekly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Weekly Progress Monitoring Reports, Formative Assessment Data, Conversations, Observations, Course Grades

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Interventionists will provide weekly logs and documentation to Administration.

Person Responsible

Chuck Thacker

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Weekly logs, Conversations, Data Chats, Observations

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 `7`

Interventionists and Administrators will analyze progress monitoring results and course grades to determine if interventions are improving achievement.

Person Responsible

Chuck Thacker

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Progress Monitoring Results, State Assessment data, Course grades

G1.B5.S2 Teachers differentiate instruction to meet the needs of all learners. `4`

`S206732`

Strategy Rationale

Action Step 1 `5`

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	School-based Administrators will work with teacher leaders and district leaders to provide high quality, differentiated learning opportunities.		8/11/2014	PD Plan, PD Calendar, Agendas, Minutes, Sign In Sheets, PD Artifacts, PD Follow-Up Activities, PD Evaluations, Observations, Conversations	6/30/2015 biweekly
G1.B1.S2.A1	School leaders and teachers will be trained on how to effectively participate in a lesson study.	Thacker, Chuck	9/18/2014	Sign In Sheets, Follow-Up Activity, PD Eval	9/18/2014 one-time
G1.B3.S1.A1	Provide teachers with additional planning time through the use of Title 1 funds and administrative-supported coplanning sessions on early release days	Brown, Tiffanie	9/10/2014	Title 1 Budget, PLC Guiding Questions, Lesson Plans, Sign In Sheets	6/4/2015 every-2-months

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S2.A1	Set coplanning calendar and determine coplanning groups	Futch, Robin	9/2/2014	Coplanning calendar, Groupings	5/26/2015 weekly
G1.B5.S1.A1	Identify students in the lowest quartile in reading and mathematics and provide targeted instruction.	Brown, Tiffanie	8/11/2014	Weekly Progress Monitoring Reports, Formative Assessment Data, Conversations, Observations, Course Grades	6/4/2015 weekly
G1.B5.S2.A1	[no content entered]			one-time	
G1.B1.S1.A2	[no content entered]			once	
G1.B1.S2.A2	Teachers will plan lessons together, observe each other delivering the lessons, and then reflect on the lessons collaboratively.	Thacker, Chuck	10/1/2014	Meeting minutes, Lesson Plans, Observations, Conversations, Sign In Sheets	6/4/2015 weekly
G1.B3.S2.A2	Administrators and coaches will facilitate coplanning sessions to model expectations and gradually release responsibility to the teachers.	Thacker, Chuck	9/10/2014	Lesson Plans, PLC Guiding Questions, Observations, Assessments	5/26/2015 weekly
G1.MA1	Administrators and instructional coaches will monitor assessment results, lesson plans, course grades, and teacher evaluation data to check progress toward meeting the goal. Additionally, the leadership team will hold data chats with teacher and students throughout the school year.	Thacker, Chuck	8/11/2014	Progress Monitoring Data, State Assessment results, School Grade, Course Grades, Teacher Evaluation Data, Lesson Plans, Observations, Conversations, Data Chats	6/4/2015 weekly
G1.B1.S1.MA1	Administrators and instructional coaches will perform regular classroom walkthroughs and evaluations and provide teachers with specific, actionable feedback based on instructional practices observed.	Thacker, Chuck	8/11/2014	Evaluation instruments, Walkthroughs, Conversations, Lesson Plans	6/4/2015 daily
G1.B1.S1.MA3	Administrators and teachers will analyze student progress monitoring data to determine effectiveness of implementation.	Thacker, Chuck	8/11/2014	Progress Monitoring Data	6/4/2015 monthly
G1.B1.S1.MA1	Administrators will monitor attendance and participation in PD opportunities	Futch, Robin	8/11/2014	Sign In Sheets, Follow-Up Activities, PD Evals, ARROW forms, In-service Records	6/30/2015 biweekly
G1.B3.S1.MA1	Administration will perform regular classroom walkthroughs and evaluations to determine effectiveness.	Thacker, Chuck	8/25/2014	Evaluation instruments, Walkthrough forms, Conversations, Lesson Plans	6/4/2015 daily
G1.B3.S1.MA1	Monitor teachers to ensure planning time is being utilized efficiently	Thacker, Chuck	8/11/2014	Lesson Plans, PLC Guiding Questions, Observations, Conversations	6/4/2015 weekly
G1.B5.S1.MA1	Interventionists and Administrators will analyze progress monitoring results and course grades to determine if interventions are improving achievement.	Thacker, Chuck	8/18/2014	Progress Monitoring Results, State Assessment data, Course grades	6/4/2015 weekly
G1.B5.S1.MA1	Interventionists will provide weekly logs and documentation to Administration.	Thacker, Chuck	8/18/2014	Weekly logs, Conversations, Data Chats, Observations	6/4/2015 weekly
G1.B1.S2.MA1	Administrators will review lesson plans and observe teachers delivering the co-authored lessons to determine if learning is becoming more effective as a result of the lesson studies.	Thacker, Chuck	10/1/2014	Lesson Plans, Teacher Evaluations, Progress Monitoring Data	6/4/2015 weekly
G1.B1.S2.MA1	Administrators and instructional coaches will attend the coplanning and debriefing sessions to offer support and monitor the fidelity of participation/implementation.	Thacker, Chuck	10/1/2014	Lesson Plans, Sign In Sheets, Observations, Conversations	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S2.MA1	Administrators and coaches will attend coplanning sessions, review lesson plans, and perform classroom walkthroughs to monitor effectiveness.	Thacker, Chuck	9/2/2014	Lesson Plans, Planning Artifacts/ Minutes, Observations, Conversations, WT data	6/4/2015 weekly
G1.B3.S2.MA1	Administrators and coaches will attend and facilitate coplanning sessions	Thacker, Chuck	9/2/2014	Sign In Sheets, Observations, Conversations, Lesson Plan, PLC Guiding Questions/Template	5/26/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Teachers will use standards-aligned strategies that provide students with opportunities to extend their thinking and learning through assignments and tasks that are rigorous, relevant, and that support literacy.

G1.B1 Expertise for new standards, assessments, and instructional practices that promote literacy and provide rigorous, relevant learning experiences

G1.B1.S1 Provide high quality learning opportunities

PD Opportunity 1

School-based Administrators will work with teacher leaders and district leaders to provide high quality, differentiated learning opportunities.

Facilitator

Academic Team

Participants

Teachers, Administrators, Coaches

Schedule

Biweekly, from 8/11/2014 to 6/30/2015

G1.B1.S2 Implement lesson study

PD Opportunity 1

School leaders and teachers will be trained on how to effectively participate in a lesson study.

Facilitator

District Staff

Participants

KHS Teachers and Coaches/Admin

Schedule

On 9/18/2014

PD Opportunity 2

Teachers will plan lessons together, observe each other delivering the lessons, and then reflect on the lessons collaboratively.

Facilitator

Teachers and Coaches

Participants

Teachers

Schedule

Weekly, from 10/1/2014 to 6/4/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	School-based Administrators will work with teacher leaders and district leaders to provide high quality, differentiated learning opportunities.	$0.00
2	G1.B1.S1.A2		$0.00
3	G1.B1.S2.A1	School leaders and teachers will be trained on how to effectively participate in a lesson study.	$0.00
4	G1.B1.S2.A2	Teachers will plan lessons together, observe each other delivering the lessons, and then reflect on the lessons collaboratively.	$0.00
5	G1.B3.S1.A1	Provide teachers with additional planning time through the use of Title 1 funds and administrative-supported coplanning sessions on early release days	$0.00
6	G1.B3.S2.A1	Set coplanning calendar and determine coplanning groups	$0.00
7	G1.B3.S2.A2	Administrators and coaches will facilitate coplanning sessions to model expectations and gradually release responsibility to the teachers.	$0.00
8	G1.B5.S1.A1	Identify students in the lowest quartile in reading and mathematics and provide targeted instruction.	$0.00
9	G1.B5.S2.A1		$0.00
		Total:	$0.00