

Polk County Public Schools

# Lake Gibson Senior High School



2015-16 School Improvement Plan

# Lake Gibson Senior High School

7007 SOCRUM LOOP RD N, Lakeland, FL 33809

<http://schools.polk-fl.net/lghs>

## School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
High	No	57%
<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	53%

## School Grades History

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

*\*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>.

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## 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	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Lake Gibson High School's mission is to prepare students to make informed life decisions, and to challenge them to achieve their fullest potential. LGHS is focused on becoming a tight knit community centered on student achievement. The faculty understands that students assimilate information differently, and it is committed to engaging the student body with a variety of activities which addresses varying learning styles.

##### Provide the school's vision statement

Lake Gibson High School vision is to graduate responsible and productive citizens with strong critical thinking and academic skills by providing a rigorous, dynamic, comprehensive curriculum delivered in partnership with the community, family and a competent, qualified staff in a safe and caring environment.

Teachers and staff work hard to provide the best educational experience for students. Parent partnership is a high priority and is essential for student success. Lake Gibson Senior High School has a rich tradition of outstanding student achievement and provides a sound, standards-based education, while promoting high moral character of all students.

#### School Environment

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

At Lake Gibson High School students and staff recognize various reserve cultural observations, such as Black History Month and Hispanic Heritage Month. Our school builds relationships by building a rapport with students of various multi-cultural backgrounds. Lake Gibson has a mentor program called "Check and Connect", which focuses on student achievement, improving student behavior using positive behavior support, and keeping open lines of communication with parents, students, and all stakeholders.

Lake Gibson High School learns about it's students not only through assessments, but also by having a very interactive student body and staff. Students and staff all participate in periodic pep rallies that generate a positive sense of school culture. Many students feel very privileged to be able to attend pep rallies where teachers and administrators will at times "let their guard down" to entertain students.

Lake Gibson High School hosts the very popular community function called "Rise of the Great Pumpkin" where clubs and club sponsors set up a carnival atmosphere for its community during the Fall. Students and teachers come up with the ideas and create amazing Halloween theme filled games to promote a positive experience for LGHS faculty students and our community.

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

Having students feel safe at school is a priority for Lake Gibson High School. Every visitor is expected to check-in through the main office and be provided with a visitor's pass/identification. Every staff member and student is required to wear a school issued identification badge at all time to ensure school safety. Our campus is under surveillance 24 hours a day, 7 days a week, under 35 different locations. We also have drills that are implemented such as fire drills, lock down drills, bomb threat, tornado drill, and random security checks by undercover law enforcement. In addition, LGHS has a



Disaster Preparedness Plan in place if and when it needs to be implemented.

Teachers and administrators are on duty before school, during, and after school. Teachers are expected to be at their doors during class changes to greet and check for student identification badges. Administrators are stationed at various high traffic areas throughout the campus. Lake Gibson High has a School Resource Deputy on site that is accessible to students, parents, and staff members. Students are encourage to visit administrators, guidance counselors, teachers, and Dean of Students if they have an issues on campus. Administrators keep open lines of communication with parents when issues take place.

**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**

Most discipline cases have been traced to a lack of understanding, improper supervision, a lack of meaningful work, or an improper approach. Generally, teachers will have few discipline problems if they make the work of their classes interesting, if their lessons are well-prepared, if their assignments are clear, and expect the students to work from bell to bell. Teachers must be fair, firm, and consistent. Student behavior cannot be adequately monitored from behind the teacher's desk.

1. Every teacher is responsible for the discipline of the school and is expected to know and enforce the Code of Conduct for Students and the rules of Lake Gibson High School.
2. Teachers must set examples in matters of pride, work ethic, commitment, innovation, academic excellence, responsibility, dependability, character/integrity, respect, professional attire, communication, compassion, and consistency: the core values embraced by the staff and students at Lake Gibson High School.
3. Good manners must be a part of instruction.
4. Teachers should never allow students to discuss personalities of other teachers.
5. Teachers are on duty from 6:30 a.m. to 2:30 p.m.
6. Teachers should never discuss grades given to students by another teacher.

#### Between Classes Supervision

Teachers are expected to monitor the halls between classes. Teachers should place themselves close to the classroom entrance so that they can supervise both the classroom and hall.

#### Classroom Management

Within reason, teachers will be able to establish and consistently enforce rules to maintain appropriate student behavior in their classrooms. These rules are subject to the approval of the principal or his/her designee. Teachers are expected to supervise students assigned to them at all times. Issues handled within the classroom should correlate with teachers having more classroom control and less discipline referrals. Frequent referrals to the office, often result in minimizing teacher authority. Teachers must follow their classroom management plan/steps before writing and submitting a discipline referral on any student. At Lake Gibson High School we follow a progressive discipline plan. Students receive incentives for grades, behavior and exemplary character traits.

#### School-wide Discipline

Students that have any behavior issues meet with the classroom teacher and then with a school dean or administrator. Consequences can range from an office intervention to expulsion depending on the severity of the infraction.

**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**

Lake Gibson High School offers students counseling and guidance on an individual and group basis concerning personal, academic, college, and career decisions. The guidance counselors work closely with the administration, faculty, and parents to help each student develop fully his/her potential. Appointments maybe initiated by students or counselor, or referrals may be made by administration, faculty or parents.

### Individual Counseling

Many times students will seek counseling or advice on a myriad of issues. Students who require extended or specialized counseling may be referred to professionals outside of the school setting.

### Group Counseling

Counselors meet with various groups to discuss careers, colleges, test results and other pertinent topics. In addition, counselors meet with students who have identified or displayed common concerns such as self-esteem, separated families or grief.

### College Counseling

College counseling begins immediately for students at Lake Gibson High School with the advisement of courses necessary for success in college. The introduction to the College Board program and the search for colleges that meet a student's criteria begins early in junior year. Students are aided in the college application process throughout senior year until suitable post secondary plans are in place. College representatives are available to present information on their respective colleges.

### Financial Aid Night

A financial aid advisor from a local college presents updated financial aid information and discusses the procedure for filling out the Financial Aid Form

### Early Financial Aid Planning Presentation

This presentation is designed to help parents of freshmen students with college finances. An overview of the financial aid process is presented and various strategies for obtaining money for college are discussed.

### Senior Scholarship Booklet

This booklet, updated yearly, lists and describes area scholarships available to graduating seniors.

## 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**

The goal of Polk County Schools' EARLY WARNING SYSTEM (EWS) is to increase the overall, at-risk, and minority graduation rate by identifying and addressing student barriers. The EWS will monitor individual students on key indicators of potential dropouts with regularly scheduled reports to identify at risk students. The school administrators, teachers, school counselors, and parents of identified students who are off track and need more intensive supports will be monitored throughout the school year. The above adults will monitor students grades, GPA, and attendance through student conferences, parent conference, and written correspondence.

The system will monitor students who are falling behind on academic knowledge and skills so that schools can provide extra help and interventions such as: mentoring, tutoring, targeted literacy and math curricula support, extended school time, and a wide range of other supports to keep students on track for graduation. The leadership team will examine student data and make the necessary adjustments to their instructional needs and the strategies.

The Early warning system indicators is reported twice per month and the following information is included: (students are sorted by grade level)

- \* chronic absenteeism rate 10% or higher
- \* credits earned are less than required for student progress
- \* GPA below 2.0
- \*Number of failures in all courses greater than 2 (semester grades)
- \*Number of failures in core courses greater than 1 in GP 3.
- \*Over-age 2 or more years for the grade level
- \* Total number of In-School Suspension (ISS)/ Out-of-School Suspension (OSS) days is greater than 3

### **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	16	11	15	11	53
One or more suspensions	14	15	7	2	38
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	114	139	92	65	410

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	16	9	9	8	42

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

Leadership team engages in a thorough instructional review process to identify school-wide and content-specific barriers to student achievement,

- ? All school teams (e.g., Literacy Team, Discipline Team) align with school goals
- ? Professional development plans and professional community processes focus on building the school's capacity to meet the school's goals.

Provide opportunities for mentoring, advisement, and academic support within the master schedule for all students.

- ? Include classes which provide instruction in organization, study skills, note-taking, problem solving, and communication in the school's master schedule
- ? Intensify instruction by providing additional time and personnel or smaller class sizes for classes which typically result in high rates of courses failures.

Build time into the school's master schedule to allow for weekly Common Planning/PLC time for content teams and for cross content teams at least monthly.

- ? Intervention teachers plan with core content teachers and align intervention strategies for students who are identified in the early warning system.
- ? School leadership team members monitors, mentors students identified in the early warning system.

**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?**

No

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

Teachers and administrators are willing to share the responsibility with parents for improving student academic achievement. This partnership will help students meet the State's academic achievement standards.

- Lake Gibson High School staff will continue to provide students with a high-quality curriculum as well as research based instructional strategies to ensure the best possible education for all students.
- Parents will be responsible for supporting their child's learning, monitoring attendance, homework, TV watching, and participating in decisions relating to their education. Parents can monitor grades, discipline, and attendance using the online Parent Portal tool.
- There will be on going communication between parents and teachers. The school will host one open house per year for parents to stay in touch with the progress of their students. Lake Gibson High School will send home one interim report per 9 week grading period and 4 progress/report cards per school year.

**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**

Lake Gibson High School ensures that families and school community members are involved in the development of Lake Gibson High School's Family and Community Involvement Plan.

The School Advisory Committee is composed of the principal, assistant principal, teachers, students, parents and business and community people of diverse ethnic backgrounds to help:

- formulate and gather information for our School Advisory Committee (SAC).
  - The School Advisory Committee will review the school improvement plan and make recommendations for changes and revisions.
  - The emphasis of the family and community plan will focus on student learning.
  - Barriers will be identified that could prevent any group from participating in school activities.
  - The school and system will review, revise, and approve the Involvement Plan six times a year.
- Lake Gibson High School builds relationships with local community and business leaders by hosting numerous community events, including:
- \* Rise of the Great Pumpkin - a community Halloween Festival
  - \* Drive 4 UR School - Local Ford Dealership hosts a community event to raise money for schools who participate in test driving Ford Vehicles.
  - \* Annual Athletic Booster Club/Golf Tournament
  - \* Annual Athletic Booster Club/Barbecue and Meet the Coaches Night
  - \* Annual Agricultural Department Barbecue and Auction
  - \* The Theater Department performs twice per year - Fall and Spring

**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
Deshazor, Elizabeth	Assistant Principal
Douge, Alain	Assistant Principal
Vann, Ryan	Assistant Principal
Donahay, Debbie	Assistant Principal
Dawson, Tami	Principal
Ounan, Kevin	Dean
Campbell, John	Dean
Diaz, Matthew	Dean

### Duties

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

Tami Dawson (Principal)  
 English Department  
 Counselor: Mrs. Sherred (R-Z grades 10th-12th)  
 Oversees all Administrative Responsibilities  
 Budget  
 Payroll  
 Personnel  
 Public Relations  
 Monitoring of Collaborative Planning/ Learning Maps, Lesson Plans, and Assessments  
 Teacher Observations/Evaluations  
 Alain Douge (Assistant Principal)  
 Reading Department  
 Counselor: Mrs. Anspaugh (F-L 11th-12th)  
 Academic Leadership Team  
 Formative Assessments  
 Data Notebook  
 At-Risk Students: Working with Counselors on implementing a plan  
 Curriculum  
 Master Scheduling  
 Guidance Services  
 Testing  
 Debbie Donahay (Assistant Principal)  
 Science Department  
 Counselor: Mrs. Greer (A-E 11th-12th)  
 Administrative Distributive Leadership Team  
 Facility Management  
 Discipline  
 Custodial Staff  
 Standards Based Bulletin Boards  
 Teacher Observations/Evaluations  
 Ryan Vann (Assistant Principal)  
 Math Department  
 Counselor: Mrs. Jones (M-Q grades 10th-12th and L-Q 9th Grade)  
 Advance Ed Process/Report (Accreditation)  
 Authentic Literacy  
 Attendance

Curriculum Research  
Lesson Plan monitoring  
Professional Learning Communities (PLC)/Professional Development (PD)  
New Teachers  
At-Risk Students - Step Up Academy  
Teacher Observations/Evaluations  
Elizabeth DeShazor (Assistant Principal)  
Social Studies Department  
Counselor: Mrs. Williams (9th Grade A-K and R-Z)  
9th Grade Academy  
Bus Evacuations  
School Improvement Plan  
Collaborative Planning  
Oversee In-School Suspension (ISS)/Learning Center  
Overseeing Safety Nets  
Teacher Observations/Evaluations  
Work Detail  
Student/Teacher Handbooks  
Positive Behavior Support (PBS)  
DJJ and Detention Re-entry Hearings

The Lake Gibson Administration works collaboratively as instructional leaders. The team observes the faculty and meets with departments on a weekly basis. In the collaborative meetings the Administration team discusses current student data, standard based instruction, and best practices.

***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***

The Administrative team (Principal, Assistant Principals, and Dean of Students) meet with guidance counselors to review student data and identify areas of needs. The team reviews instructional strategies and resources to drive effective classroom instruction. In planning, teachers unpack Sunshine State Standards, utilize learning maps and learning focused strategies to assess student learning, and adjusting and refining the curriculum and instruction as needed. The Media Specialist and Technology Specialist maintain a resource inventory at Lake Gibson High School.

### **School Advisory Council (SAC)**

#### **Membership:**



Name	Stakeholder Group
David Ulch	Teacher
Jarvis Kendrick	Business/Community
Alain Douge	Principal
Judy Rundle	Education Support Employee
Tami Dawson	Principal
Elizabeth Deshazor	Education Support Employee
Tracey Gray	Parent
Deliah Thiel	Parent
Alicia Cunningham	Parent
Myrna Whorton	Parent
Bonnie Evans	Parent
Kevin Ounan	Education Support Employee
Michael Wiggs	Student
Ziere McCoy	Student
Tyana King	Student
Stephen Kretzer	Student

### 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 School Advisory Council (SAC) is a team of people representing various segments of the community: parents, teachers, students, administrators, support staff, business/ industry people and other interested community members. The purpose of a SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan and to assist the principal with the annual school budget. The SAC committee meets monthly or at least 4 times a year. Upon completion, the SIP is presented and discussed at length with members. Feedback is ultimately given and revisions are usually made to reflect the feedback of the committee members.

*Development of this school improvement plan*

The School Advisory Council (SAC) is a team of people representing various segments of the community—parents, teachers, students, administrators, support staff, business/ industry people and other interested community members. The purpose of a SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan and to assist the principal with the annual school budget. The SAC committee meets monthly. Upon completion, the SIP is presented and discussed at length with members. Feedback is ultimately given and revisions are usually made to reflect the feedback.

*Preparation of the school's annual budget and plan*

SAC also helps to develop the school's annual budget. This includes but is not limited to lottery allocations and school recognition funds. SAC assists in the development of the budget by meeting and reviewing data. After reviewing data, recommendations for the budget are given to the Administrative Team at Lake Gibson High School.

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

See budget.

**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
Douge, Alain	Assistant Principal
Dawson, Tami	Principal
Vann, Ryan	Assistant Principal
Coffman, Deborah	Other
Deshazor, Elizabeth	Assistant Principal
Campbell, John	Dean
Ounan, Kevin	Dean
Diaz, Matthew	Dean
Donahay, Debbie	Assistant Principal

**Duties**

**Describe how the LLT promotes literacy within the school**

The school based Literacy Leadership Team (LLT) functions as a collaborative body to address literacy strategies within all core content areas, as a means to address literacy school-wide. The LLT is responsible for literacy skill implementation across content areas. Reading strategies along with other literacy strategies will be a part of the professional development for all teachers. Implementation of strategies will be monitored through classroom observations, the coaching cycle and additional professional development will occur in PLC's to address staff and student needs. At Lake Gibson High school, there will be a monthly reading/writing strategy incorporated throughout content areas.

**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 majority of Lake Gibson High School teachers share a common planning period if they teach an Accountability Class (Algebra I, Biology, English I, English II) etc... Teachers submit a common planning sheet that focuses on documenting meeting times, effective strategies for teachers and students. Teachers use this planning time to collaborate with one another to review curriculum maps, unpack standards, provide exemplary student work samples and to discuss effective strategies and practices during a lesson. In post planning, student assessment is shared and ideas are shared on what worked and what did not work during the lesson.



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

Principal meets with all instructional staff regularly to provide mentoring opportunities and check points, as well as useful resources and strategies to develop and retain effective teachers. The mentoring programs partner new teachers and teachers new to Lake Gibson High School with effective veteran teachers.

Resources and instructional support teachers assist and provide side-by-side coaching for teachers on instructional strategies. Professional Learning Communities (PLC's) and Professional Development are incorporated throughout the school year to ensure a safety net for new teachers at Lake Gibson High.

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

Beginning teachers with 0-1 years of experience are partnered with a veteran teacher. The partnering of a mentor and mentee is based on those who shared a similar subject area. Mentors help beginning teachers with adjusting into the teaching profession. In addition, mentors monitor and assist beginning teachers with completing documents required for certification. Any new teacher to Lake Gibson High School is partnered with a buddy, veteran teacher; which provides support in acclimating to Lake Gibson High School culture. Mentors will meet throughout the school year with their mentees. In addition, novice teachers will be provided instructional strategies through their subject area through common planning, and Professional Development in PLC's which will aid in deepening their teacher pedagogical skills.

## **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***

Lake Gibson administrators are trained in the Essential Performance Criteria (EPC) Rating Rubrics for Polk County. The Teacher Evaluation System (TES) contains specific essential performance criteria for teachers and staff. Lake Gibson administrators follow the plan that allows each administrator to visit each classroom during an observation to collect evidence related to teacher practices that will be used as a source of data and provide feedback to teachers regarding their instructional practices and professional growth. With this plan administrators are able to monitor the district initiatives in math, reading, and writing with the new Florida State Standards.

#### **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***

Rising 9th grade students are placed into the county mandated AGILE MINDS program. This is a double block of mathematics (90 minutes) for Florida Standards Assessment (FSA) level 1 and 2 students needing intensive math help.

Rising 9th, and 10th grade students are scheduled into single, double, or content area reading classes based on FSA levels based on county mandates.

Rising 11th and 12th grade students are scheduled into single, double, or content area reading classes based on FSA/FCAT levels based on county mandates.

Students who failed to become proficient in the Algebra 1 EOC exam are given Liberal Arts mathematics as sophomores to assist them in re-taking the exam.

Students who failed to score "College Ready" on mandated PERT exams during their junior years are placed into Math for College Readiness and/or English for College Readiness Prep classes.

**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:** After School Program

**Minutes added to school year:**

After school tutoring 1-3 days a week in the areas of Algebra I and Geometry, English Language Arts/Reading. Professional Learning Communities (PLC's) will consist of 45 minutes per week on designated Monday's and 45 minutes per week on Common Planning on Tuesday's. The PLC's and Common Planning is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in lesson quality, instructional effectiveness, and student achievement.

### **Strategy Rationale**

The rationale is based on 63% Algebra 1 FSA meeting a satisfactory rate for 2015 (this includes passing FSA EOC, Pert concordant score, and ESE waivers. 79% Algebra 1 Pearson meeting a satisfactory rate under cohort program. In ELA Pearson cohort, 63% meeting a satisfactory rate and ELA Tide meeting a satisfactory rate of 35%. The above data includes students that have met the concordant scores in Pert, ACT/SAT, ESE waivers, EOC proficiency, and/or FSA assessment).

### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

### **Person(s) responsible for monitoring implementation of the strategy**

Douge, Alain, alain.douge@polk-fl.net

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

Assessment data will be collected and compared to 2015 scores to determine the effectiveness of the strategy.

## **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**

Lake Gibson High School is part of Florida's State Personnel Development Grant (SPDG). This project provides technical assistance and professional development to targeted school districts across Florida. Participating Middle and High Schools receive the information, materials, and coaching necessary to implement content enhancement routines and learning strategies based on the identified needs of their students. Each school develops a plan to maintain the efforts after the SPDG funding has ended.

## 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***

Annually the school will hold elective fairs with present and incoming students. Based on interest, the administration team will establish Course Selection Sheets and courses that will be offered to best meet student needs. The Guidance Department, ESE Specialist, Department Heads, lead teachers and APC's will then

articulate with feeder schools and assist students in signing up for courses and programs based on their Automatic Course Requests forms and based on student's interests. School Counselors will visit classes to

review the curriculum guide and course descriptions. They will distribute Course Selection Sheets and provide information about selecting courses for the following school year. These Course Selection Sheets are then sent home for parent review and signature.

On an annual basis, the school will review new course offerings at the state and district level to continue to offer rigorous and relevant coursework to meet the State Standards. Advance Placement courses are offered to Lake Gibson students to provide rigor in the curriculum and for students to have an opportunity to earn college credit.

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

Courses and coursework are established in Advanced Placement, Dual Enrollment, Career Themed Courses, Career Pathways, classes to help students see the relationships both cross-curricular and within subjects to establish relevance to a student's future. Many of these programs help guide and establish a student for post-secondary readiness (Industry Certifications, college credit, job skills, etc...)

The Lake Gibson High School Biotech Academy offers the following:

\*\*Industrial Biotechnology Academy offers a Certification as an Assistant Bio-technician.

The Lake Gibson Finance and Business Academies offer Industry Certifications in the following:

\*\* Adobe Photoshop

\*\* Adobe InDesign

\*\* Adobe Illustrator

\*\* Adobe Dreamweaver

\*\* MOS (Microsoft Office Specialist)—students must earn at least 3 of the following:

Microsoft Word

Microsoft PowerPoint

Microsoft Outlook

Microsoft Excel

The Academy of Future Educators offers the following industry certifications:

1. Students enrolled in Early Childhood Education earn 6 Florida Department of Children & Families certifications, which will allow them to work as a teacher in a preschool. Those certifications are:

\*\* Child Abuse & Neglect

\*\* Child Growth & Development

\*\* Behavioral Observation & Screening

\*\* Health Safety & Nutrition

\*\* Rules & Regulations

\*\* Preschool Appropriate Practices

2. Students enrolled in Teacher Assisting (which will soon be called Teaching As a Profession).

Students will have an opportunity (but are not required) to take the Florida Department of Education Paraprofessional Exam. This exam allows them to work as a para in an elementary, middle or high school setting upon high school graduation and passing the exam. Students in the program have experience in an educational setting and can use that experience to enroll in an Education program at a college or university level.

The Lake Gibson Health Academy offers the following:

- \*\*Allied Health Assisting
- \*\*Inpatient Care and Therapy
- \*\*Medical Office Assisting and Phlebotomy
- \*\*Electrocardiograph Aide
- \*\*Home Health Aide

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

The Lake Gibson High School Biotech Academy offers the following:

- \*\*Industrial Biotechnology Academy offers a Certification as an Assistant Biotechnician.

The Lake Gibson Finance and Business Academies offer Industry Certifications in the following:

- \*\*Adobe Photoshop
- \*\*Adobe InDesign
- \*\*Adobe Illustrator
- \*\*Adobe Dreamweaver
- \*\*MOS (Microsoft Office Specialist)—students must earn at least 3 of the following:

Microsoft Word

Microsoft PowerPoint

Microsoft Outlook

Microsoft Excel

The Academy of Future Educators offers the following industry certifications:

1. Students enrolled in Early Childhood Education earn 6 Florida Department of Children & Families certifications, which will allow them to work as a teacher in a preschool. Those certifications are:

- ? Child Abuse & Neglect
- ? Child Growth & Development
- ? Behavioral Observation & Screening
- ? Health Safety & Nutrition
- ? Rules & Regulations
- ? Preschool Appropriate Practices

2. Students enrolled in Teacher Assisting (which will soon be called Teaching As a Profession) have the opportunity (but are not required) to take the Florida Department of Education Paraprofessional Exam. This exam allows them to work as a para in an elementary, middle or high school upon high school graduation and passing the exam. Most students go on to enroll in an Education program at a college or university, however.

The Lake Gibson Health Academy offers the following:

- \*\*Allied Health Assisting
- \*\*Inpatient Care and Therapy
- \*\*Medical Office Assisting and Phlebotomy
- \*\*Electrocardiograph Aide
- \*\*Home Health Aide

***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***

Our counselors utilize a number of resources to align our efforts with our feeder elementary and high schools. Administration works with pertinent personnel to ensure rigorous curriculum with diverse options that are available to our student body. We also offer honors and advanced placement courses to challenge our highest performing students.

- College Night – The district offers four college nights throughout the county for students to speak directly with over 100 college and university representatives.
- All targeted juniors take the PERT. Based on the results, students are placed in college readiness

coursework to prepare them for college entrance and college level coursework.

- Financial Aid Night- The district offers eight financial aid nights for students and parents to understand the financial aid process, Bright Futures and state/local scholarship process.
- Senior Night - All seniors and their parents are encouraged to attend senior night. Student receive the senior handbook and counselors share valuable information about the senior year. This includes post-secondary information, a timeline of what seniors should be doing during the course of the year, SAT/ACT test dates, etc...
- College Visits - Various college representatives visit school sites to share information about their specific colleges or universities with students.
- Using SAI funds, Saturday SAT and ACT prep classes are offered. Information regarding SAT and ACT prep classes and testing dates will be provided to students and parents.

## 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.** The Administrative team will monitor collaborative planning through pre-planning, common planning, lesson delivery, and post planning.
- G2.** Coaching: The Academic Leadership Team, Department Heads, and Academic Dean's will facilitate strategies, incorporate safety nets, support a coaching schedule, and provide professional development according to staff's needs.
- G3.** All teachers will have meaningful common collaborative planning time on the Florida State Standards.
- G4.** Increase student's meeting satisfactory standard in Algebra I FSA EOC from 45% to 50%. Increase student's meeting satisfactory standard in FSA ELA from 35% to 40%. Increase student's meeting satisfactory standard in Bio I EOC from 51% to 56%. Lastly, increasing student's meeting satisfactory standard in US History EOC from 54% to 59%. The data will be based on strategic target plan for 2016.

## 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.** The Administrative team will monitor collaborative planning through pre-planning, common planning, lesson delivery, and post planning. 1a

G074747

**Targets Supported** 1b

Indicator	Annual Target
Effective+ Administrators	36.0

**Resources Available to Support the Goal** 2

- Documentation of Observations including Journey and school based observation forms.

**Targeted Barriers to Achieving the Goal** 3

- Time Management
- Documentation of the meetings
- Establish feedback structure

**Plan to Monitor Progress Toward G1.** 8

Student Data, Teacher Data, Standardized assessments, and unit assessments

**Person Responsible**

Tami Dawson

**Schedule**

Weekly, from 9/15/2015 to 6/7/2016

**Evidence of Completion**

Data notebooks, data chats, and common planning meeting documentation.



**G2. Coaching:** The Academic Leadership Team, Department Heads, and Academic Dean's will facilitate strategies, incorporate safety nets, support a coaching schedule, and provide professional development according to staff's needs. 1a

 G074748

**Targets Supported** 1b

Indicator	Annual Target
Developing Teachers (Performance Rating)	36.0

**Resources Available to Support the Goal** 2

- Academic Leadership Team , faculty and facilitators (Department Heads)
- Professional Development Department
- Data and documentation

**Targeted Barriers to Achieving the Goal** 3

- Teacher buy-in
- Effective feedback
- Identifying Needs for Professional Development

**Plan to Monitor Progress Toward G2.** 8

Needs Assessment from the Staff

**Person Responsible**

Ryan Vann

**Schedule**

Monthly, from 9/1/2015 to 6/7/2016

**Evidence of Completion**

The needs assessment questionnaire and follow activities and strategies being implemented.



**G3. All teachers will have meaningful common collaborative planning time on the Florida State Standards.**

1a

G074749

**Targets Supported** 1b

Indicator	Annual Target
Effective+ Administrators	36.0

**Resources Available to Support the Goal** 2

- Learning Maps
- Academic Leadership Team
- Student Data
- Teacher made assessment

**Targeted Barriers to Achieving the Goal** 3

- Teacher knowledge of the standards
- Identifying Exemplary Student Work
- Making time

**G4.** Increase student's meeting satisfactory standard in Algebra I FSA EOC from 45% to 50%. Increase student's meeting satisfactory standard in FSA ELA from 35% to 40%. Increase student's meeting satisfactory standard in Bio I EOC from 51% to 56%. Lastly, increasing student's meeting satisfactory standard in US History EOC from 54% to 59%. The data will be based on strategic target plan for 2016. 1a

 G074750

**Targets Supported** 1b

Indicator	Annual Target
Algebra I FSA EOC Pass Rate	50.0
FSA English Language Arts - Achievement	40.0
Bio I EOC Pass	56.0
U.S. History EOC Pass	59.0

**Resources Available to Support the Goal** 2

- Agile Mind Curriculum
- Professional Development in student engagement based on instructional review
- Double Blocked courses for Level 1 and 2 students in math
- Double Block courses for Level 1 and 2 students in reading
- Reading remediation programs: Achieve 3,000 and Voyager/Journey
- Benchmark assessments, data chats with students, interactive labs (science), standard based instruction
- remediation for students who do not meet satisfactory requirements for the benchmark assessments
- bell to bell instruction, higher order thinking questions, Common Planning among various content areas
- A concordant score of a 97 will be used for Algebra 1 in order to meet graduation requirements.
- A concordant score of 19 will be used for the ACT or a 430 on the SAT in order to satisfy FSA graduation requirements.

**Targeted Barriers to Achieving the Goal** 3

- Continuous Professional Development
- Lack of student engagement

**Plan to Monitor Progress Toward G4.** 8

Progress monitoring, Improve ALG 1 testing, Agile Mind assessments

**Person Responsible**

Ryan Vann

**Schedule**

Biweekly, from 9/22/2015 to 6/7/2016

**Evidence of Completion**

Test data, baseline data, Agile Mind reports, voyager/journey, Achieve 3,000, FSA practice tutorials

## 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.** The Administrative team will monitor collaborative planning through pre-planning, common planning, lesson delivery, and post planning. **1**

 G074747

**G1.B1** Time Management **2**

 B195189

**G1.B1.S1** Plan for monitoring with a weekly schedule and share with administration. Adhering to the schedule without interruption and fidelity. **4**

 S206800

#### Strategy Rationale

Keeping a running record for fidelity purposes.

#### Action Step 1 **5**

Monitoring collaborative planning through pre-planning, common planning, lesson delivery, and post planning.

#### Person Responsible

Elizabeth Deshazor

#### Schedule

Weekly, from 9/1/2015 to 5/31/2016

#### Evidence of Completion

Running Record of Common Planning meetings and Common Planning minutes.

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

The administrator in charge of that accountability group will monitor common planning for that period.

**Person Responsible**

Tami Dawson

**Schedule**

Weekly, from 9/1/2015 to 5/31/2016

***Evidence of Completion***

Agenda Meetings and sign-in sheets.

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

The administrator in charge of that accountability group will monitor common planning for that period.

**Person Responsible**

Tami Dawson

**Schedule**

Weekly, from 9/1/2015 to 5/31/2016

***Evidence of Completion***

Agenda Meetings and sign-in sheets.

**G1.B2 Documentation of the meetings** 2

B195190

**G1.B2.S1** Create an agenda for each meeting and document utilizing the template created for common planning. 4

S206801

**Strategy Rationale**

Keep a record for the Administrative Leadership Team.

**Action Step 1** 5

Monitor collaborative planning through pre-planning, common planning, lesson delivery and post planning in designated areas around campus. The meetings will be held in the portable, media center, Mrs. Fincher's Room and Ms. Franquiz.

**Person Responsible**

Elizabeth Deshazor

**Schedule**

Weekly, from 9/1/2015 to 6/7/2016

**Evidence of Completion**

Weekly meetings, common planning sheets that includes an agendas, reading and writing strategies incorporated across content areas.

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Monitor collaborative planning through pre-planning, common planning, lesson delivery and post planning in designated areas around campus. The meetings will be held in the portable, media center, Mrs. Fincher's Room and Ms. Franquiz.

**Person Responsible**

Elizabeth Deshazor

**Schedule**

Weekly, from 9/1/2015 to 6/7/2016

**Evidence of Completion**

Weekly meetings, common planning sheets that includes an agendas, reading and writing strategies incorporated across content areas.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Monitor collaborative planning through pre-planning, common planning, lesson delivery and post planning in designated areas around campus. The meetings will be held in the portable, media center, Mrs. Fincher's Room and Ms. Franquiz.

**Person Responsible**

Elizabeth Deshazor

**Schedule**

Weekly, from 9/1/2015 to 6/7/2016

***Evidence of Completion***

Weekly meetings, common planning sheets that includes an agendas, reading and writing strategies incorporated across content areas.

**G2.** Coaching: The Academic Leadership Team, Department Heads, and Academic Dean's will facilitate strategies, incorporate safety nets, support a coaching schedule, and provide professional development according to staff's needs. 1

G074748

**G2.B1** Teacher buy-in 2

B195192

**G2.B1.S1** Accountability classes will participate in a lesson study. Present the information about Coaching and what it looks like to the staff. 4

S206803

### **Strategy Rationale**

Teach, observe, and learn best practices.

### **Action Step 1** 5

The Academic Team, Department Heads, and Academic Dean's will facilitate effective coaching strategies and safety nets according to the needs of the staff.

#### **Person Responsible**

Tami Dawson

#### **Schedule**

Weekly, from 9/1/2015 to 6/7/2016

#### **Evidence of Completion**

The coaching will take place during PLC's and during Common Planning and coaching strategies will be documented in the Leadership Team notebook.

### **Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

The Academic Leadership Team will be the main support system for teachers and will use training, consultations, mentors, and coaches to monitor the coaching piece at Lake Gibson High.

#### **Person Responsible**

Tami Dawson

#### **Schedule**

Weekly, from 9/1/2015 to 6/7/2016

#### **Evidence of Completion**

In the Academic Leadership Team meetings and the mentor/coaches at the school and within the county as the resources for our school.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

The Academic Leadership Team will be the main support system for teachers and will use training, consultations, mentors, and coaches to monitor the coaching piece at Lake Gibson High.

**Person Responsible**

Tami Dawson

**Schedule**

Weekly, from 9/1/2015 to 6/7/2016


**Evidence of Completion**

In the Academic Leadership Team meetings and the mentor/coaches at the school and within the county as the resources for our school.

**G2.B2 Effective feedback** 2

 B195193

**G2.B2.S1** Provide effective feedback using one of the four types of conversations: reflecting, facilitating, coaching, or directing according to the individual coaching needs. 4

 S206804

**Strategy Rationale**

The best coaching needs will be utilized to address individual needs.

**Action Step 1** 5

The Academic Leadership Team will determine which coaching strategy will be utilized to guide teachers.

**Person Responsible**

Tami Dawson

**Schedule**

Monthly, from 9/1/2015 to 6/7/2016

**Evidence of Completion**

The evidence will be provided in the Academic Leadership Team meetings and district resources will be used as needed.



**Plan to Monitor Fidelity of Implementation of G2.B2.S1 6**

Immediate feedback will be provided according to the individuals needs and the type of coaching tool that is being utilized during that specific time.

**Person Responsible**

Tami Dawson

**Schedule**

Monthly, from 9/1/2015 to 6/7/2016

***Evidence of Completion***

Teacher Workshops, PLC's, and Common Planning meetings.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7**

Immediate feedback will be provided according to the individuals needs and the type of coaching tool that is being utilized during that specific time.

**Person Responsible**

Tami Dawson

**Schedule**

Monthly, from 9/1/2015 to 6/7/2016

***Evidence of Completion***

Teacher Workshops, PLC's, and Common Planning meetings.

**G2.B3 Identifying Needs for Professional Development** 2

B195194

**G2.B3.S1** Professional Development on lesson studies and peer to peer coaching. Reviewing student data to determine needs. 4

S206805

**Strategy Rationale**

Best Practices are shared during PLC's and the Professional Development on the lesson study will drive effective instruction at Lake Gibson High School.

**Action Step 1** 5

The staff will learn about a lesson study and provide innovative Pedagogy within the classrooms to increase student engagement.

**Person Responsible**

Tami Dawson

**Schedule**

Monthly, from 9/14/2015 to 6/6/2016

**Evidence of Completion**

The lesson study will be conducted throughout the school year and peer teachers will check for student engagement in the classroom teacher who is being observed.

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

The lesson study will be documented in the teacher's lesson plans and in the their Common Planning meeting notes.

**Person Responsible**

Tami Dawson

**Schedule**

Monthly, from 9/14/2015 to 6/6/2016

**Evidence of Completion**

A record of all the teachers that completed a lesson study and a record of those teachers who observed a lesson study.

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7**

The lesson study will be documented in the teacher's lesson plans and in the their Common Planning meeting notes.

**Person Responsible**

Tami Dawson

**Schedule**

Monthly, from 9/14/2015 to 6/6/2016

**Evidence of Completion**

A record of all the teachers that completed a lesson study and a record of those teachers who observed a lesson study.


**G3. All teachers will have meaningful common collaborative planning time on the Florida State Standards. 1**

 G074749

**G3.B1 Teacher knowledge of the standards 2**

 B195195

**G3.B1.S1** Unpack standards prior to meeting with teachers. Providing professional development on unpacking the standard. 4

 S206806

**Strategy Rationale**

Teachers will use the best practices to teach the standard in a pedagogy manner.

**Action Step 1 5**

Teachers will learn how to unpack the standards prior to meeting for first planning session.

**Person Responsible**

Tami Dawson

**Schedule**

On 6/7/2016

**Evidence of Completion**

Collaborative planning forms, observations, student data

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

The Academic Leadership team will be participants in collaboration meetings.

**Person Responsible**

Tami Dawson

**Schedule**

On 6/7/2016

**Evidence of Completion**

Work samples and observations

**G3.B3 Making time** 2

 B195197

**G3.B3.S1** Teachers will have common planning together. If ADTA, teacher will meet will meet with administrator and academic leadership team after school. 4

 S206808

**Strategy Rationale**

Implementation of common planning.

**Action Step 1** 5

The master schedule will be developed with common planning in place across the curriculum.

**Person Responsible**

Tami Dawson

**Schedule**

On 6/7/2016

**Evidence of Completion**

Completed Master schedule, and administrative notebook.

**Action Step 2** 5

The master schedule will be developed with common planning in place across the curriculum.

**Person Responsible**

Tami Dawson

**Schedule**

On 6/7/2016

***Evidence of Completion***

Completed Master schedule, and administrative notebook.

**Plan to Monitor Fidelity of Implementation of G3.B3.S1** 6

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1** 7

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G4.** Increase student's meeting satisfactory standard in Algebra I FSA EOC from 45% to 50%. Increase student's meeting satisfactory standard in FSA ELA from 35% to 40%. Increase student's meeting satisfactory standard in Bio I EOC from 51% to 56%. Lastly, increasing student's meeting satisfactory standard in US History EOC from 54% to 59%. The data will be based on strategic target plan for 2016. 1

G074750

**G4.B1** Continuous Professional Development 2

B195198

**G4.B1.S1** Give teachers collaborative planning by departments; accountability classes, and Incorporating Professional Learning Communities as needed. 4

S206809

**Strategy Rationale**

Collaborative planning will allow teachers to share techniques, ideas, best practices, and align lessons according to the learning maps. Having a diverse set of teachers with different teaching styles will enhance the common planning process and PLC's. These programs will help guide others while lessening the burden on the Administrative staff.

**Action Step 1** 5

Teachers will have the ability to plan, develop, and review curriculum goals within the content area.

**Person Responsible**

Ryan Vann

**Schedule**

Weekly, from 9/22/2015 to 6/7/2016

**Evidence of Completion**

State assessment data, baseline testing, teacher assessments

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

School Based Leadership Team (SBLT) will attend the collaborative department meetings to ensure fidelity of the meeting.

**Person Responsible**

Ryan Vann

**Schedule**

Weekly, from 9/22/2015 to 6/7/2016

**Evidence of Completion**

Planning meeting forms, lesson plans, administration observations

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

Biweekly/Designated times for PLC meetings with focus on standard based instruction.

**Person Responsible**

Ryan Vann


**Schedule**

Biweekly, from 9/22/2015 to 6/7/2016


**Evidence of Completion**

Participation in PLC Book Study - lesson planning and unpacking standards in PLC groups

**G4.B2 Lack of student engagement** 2

 B195199

**G4.B2.S1** Administrators will develop a student engagement rubric to monitor and provide feedback to teachers. 4

 S206810

**Strategy Rationale**

A rubric provides a guideline for teachers to identify levels of student engagement in classrooms.

**Action Step 1** 5

Rubric

**Person Responsible**

Ryan Vann

**Schedule**

Monthly, from 9/22/2015 to 6/7/2016

**Evidence of Completion**

Lesson plans should reflect the use of collaborative structures within the lesson.

**Plan to Monitor Fidelity of Implementation of G4.B2.S1** 6

Administration walk-thru's and observations

**Person Responsible**

Ryan Vann

**Schedule**

Biweekly, from 9/22/2015 to 6/7/2016

***Evidence of Completion***

Data collection from walk-thru's and observations.

**Plan to Monitor Effectiveness of Implementation of G4.B2.S1** 7

Teachers needing more support will be paired with a teacher

**Person Responsible**

Ryan Vann

**Schedule**

Monthly, from 9/22/2015 to 6/7/2016

***Evidence of Completion***

Documentation from an Administrator.



**G4.B2.S2** A model teacher will demonstrate a lesson that involves heavy student engagement utilizing various collaborative structures. ie: Kagan structures, mixed pair share, round robin, think pair share, etc... 4

 S206811

### Strategy Rationale

To increase student learning gains in every content area.

### Action Step 1 5

Best Practices of Teaching Modeling of Effective Student Engaged Lesson

#### Person Responsible

John Campbell

#### Schedule

Quarterly, from 10/6/2015 to 6/7/2016

#### Evidence of Completion

Sign-in Sheet and a follow up activity

### Plan to Monitor Fidelity of Implementation of G4.B2.S2 6

PLC will be provided during planning period time.

#### Person Responsible

John Campbell

#### Schedule

Quarterly, from 10/5/2015 to 1/4/2016

#### Evidence of Completion

Sign-in Sheet and follow-up Activity

**Plan to Monitor Effectiveness of Implementation of G4.B2.S2** 7

PLC will be provided during planning period time.

**Person Responsible**

John Campbell


**Schedule**

Quarterly, from 10/5/2015 to 6/6/2016

***Evidence of Completion***

Sign-in Sheet and follow-up Activity

**G4.B2.S3** Incorporate collaborative training for all staff through professional development. 4

 S206812

**Strategy Rationale**

Teachers will understand and be able to implement collaborative structures within their lessons.

**Action Step 1** 5

Training on Collaborative Lessons

**Person Responsible**

John Campbell

**Schedule**

Annually, from 10/12/2015 to 6/6/2016

***Evidence of Completion***

Sign-in Sheet and follow up activity

**Plan to Monitor Fidelity of Implementation of G4.B2.S3** 6

Document in Academic Leadership Notebook

**Person Responsible**

Ryan Vann

**Schedule**

***Evidence of Completion***

Professional Development

**Plan to Monitor Effectiveness of Implementation of G4.B2.S3 7**

Document in Academic Leadership Notebook

**Person Responsible**

Ryan Vann

**Schedule**

Quarterly, from 10/5/2015 to 6/6/2016

**Evidence of Completion**

Professional Development

**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	Monitoring collaborative planning through pre-planning, common planning, lesson delivery, and post planning.	Deshazor, Elizabeth	9/1/2015	Running Record of Common Planning meetings and Common Planning minutes.	5/31/2016 weekly
G1.B2.S1.A1	Monitor collaborative planning through pre-planning, common planning, lesson delivery and post planning in designated areas around campus. The meetings will be held in the portable, media center, Mrs. Fincher's Room and Ms. Franquiz.	Deshazor, Elizabeth	9/1/2015	Weekly meetings, common planning sheets that includes an agendas, reading and writing strategies incorporated across content areas.	6/7/2016 weekly
G2.B1.S1.A1	The Academic Team, Department Heads, and Academic Dean's will facilitate effective coaching strategies and safety nets according to the needs of the staff.	Dawson, Tami	9/1/2015	The coaching will take place during PLC's and during Common Planning and coaching strategies will be documented in the Leadership Team notebook.	6/7/2016 weekly
G2.B2.S1.A1	The Academic Leadership Team will determine which coaching strategy will be utilized to guide teachers.	Dawson, Tami	9/1/2015	The evidence will be provided in the Academic Leadership Team meetings and district resources will be used as needed.	6/7/2016 monthly
G2.B3.S1.A1	The staff will learn about a lesson study and provide innovative Pedagogy within the classrooms to increase student engagement.	Dawson, Tami	9/14/2015	The lesson study will be conducted throughout the school year and peer teachers will check for student engagement in the classroom teacher who is being observed.	6/6/2016 monthly
G3.B1.S1.A1	Teachers will learn how to unpack the standards prior to meeting for first planning session.	Dawson, Tami	8/17/2015	Collaborative planning forms, observations, student data	6/7/2016 one-time
G3.B3.S1.A1	The master schedule will be developed with common planning in place across the curriculum.	Dawson, Tami	8/17/2015	Completed Master schedule, and administrative notebook.	6/7/2016 one-time
G4.B1.S1.A1	Teachers will have the ability to plan, develop, and review curriculum goals within the content area.	Vann, Ryan	9/22/2015	State assessment data, baseline testing, teacher assessments	6/7/2016 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B2.S1.A1	Rubric	Vann, Ryan	9/22/2015	Lesson plans should reflect the use of collaborative structures within the lesson.	6/7/2016 monthly
G4.B2.S2.A1	Best Practices of Teaching Modeling of Effective Student Engaged Lesson	Campbell, John	10/6/2015	Sign-in Sheet and a follow up activity	6/7/2016 quarterly
G4.B2.S3.A1	Training on Collaborative Lessons	Campbell, John	10/12/2015	Sign-in Sheet and follow up activity	6/6/2016 annually
G3.B3.S1.A2	The master schedule will be developed with common planning in place across the curriculum.	Dawson, Tami	8/17/2015	Completed Master schedule, and administrative notebook.	6/7/2016 one-time
G1.MA1	Student Data, Teacher Data, Standardized assessments, and unit assessments	Dawson, Tami	9/15/2015	Data notebooks, data chats, and common planning meeting documentation.	6/7/2016 weekly
G1.B1.S1.MA1	The administrator in charge of that accountability group will monitor common planning for that period.	Dawson, Tami	9/1/2015	Agenda Meetings and sign-in sheets.	5/31/2016 weekly
G1.B1.S1.MA1	The administrator in charge of that accountability group will monitor common planning for that period.	Dawson, Tami	9/1/2015	Agenda Meetings and sign-in sheets.	5/31/2016 weekly
G1.B2.S1.MA1	Monitor collaborative planning through pre-planning, common planning, lesson delivery and post planning in designated areas around campus. The meetings will be held in the portable, media center, Mrs. Fincher's Room and Ms. Franquiz.	Deshazor, Elizabeth	9/1/2015	Weekly meetings, common planning sheets that includes an agendas, reading and writing strategies incorporated across content areas.	6/7/2016 weekly
G1.B2.S1.MA1	Monitor collaborative planning through pre-planning, common planning, lesson delivery and post planning in designated areas around campus. The meetings will be held in the portable, media center, Mrs. Fincher's Room and Ms. Franquiz.	Deshazor, Elizabeth	9/1/2015	Weekly meetings, common planning sheets that includes an agendas, reading and writing strategies incorporated across content areas.	6/7/2016 weekly
G2.MA1	Needs Assessment from the Staff	Vann, Ryan	9/1/2015	The needs assessment questionnaire and follow activities and strategies being implemented.	6/7/2016 monthly
G2.B1.S1.MA1	The Academic Leadership Team will be the main support system for teachers and will use training, consultations, mentors, and coaches to monitor the coaching piece at Lake Gibson High.	Dawson, Tami	9/1/2015	In the Academic Leadership Team meetings and the mentor/coaches at the school and within the county as the resources for our school.	6/7/2016 weekly
G2.B1.S1.MA1	The Academic Leadership Team will be the main support system for teachers and will use training, consultations, mentors, and coaches to monitor the coaching piece at Lake Gibson High.	Dawson, Tami	9/1/2015	In the Academic Leadership Team meetings and the mentor/coaches at the school and within the county as the resources for our school.	6/7/2016 weekly
G2.B2.S1.MA1	Immediate feedback will be provided according to the individuals needs and the type of coaching tool that is being utilized during that specific time.	Dawson, Tami	9/1/2015	Teacher Workshops, PLC's, and Common Planning meetings.	6/7/2016 monthly
G2.B2.S1.MA1	Immediate feedback will be provided according to the individuals needs and the type of coaching tool that is being utilized during that specific time.	Dawson, Tami	9/1/2015	Teacher Workshops, PLC's, and Common Planning meetings.	6/7/2016 monthly
G2.B3.S1.MA1	The lesson study will be documented in the teacher's lesson plans and in the their Common Planning meeting notes.	Dawson, Tami	9/14/2015	A record of all the teachers that completed a lesson study and a record of those teachers who observed a lesson study.	6/6/2016 monthly
G2.B3.S1.MA1	The lesson study will be documented in the teacher's lesson plans and in the their Common Planning meeting notes.	Dawson, Tami	9/14/2015	A record of all the teachers that completed a lesson study and a record of those teachers who observed a lesson study.	6/6/2016 monthly

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*Lake Gibson Senior High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	The Academic Leadership team will be participants in collaboration meetings.	Dawson, Tami	8/17/2015	Work samples and observations	6/7/2016 one-time
G3.B3.S1.MA1	[no content entered]			one-time	
G3.B3.S1.MA1	[no content entered]			one-time	
G4.MA1	Progress monitoring, Improve ALG 1 testing, Agile Mind assessments	Vann, Ryan	9/22/2015	Test data, baseline data, Agile Mind reports, voyager/journey, Achieve 3,000, FSA practice tutorials	6/7/2016 biweekly
G4.B1.S1.MA1	Biweekly/Designated times for PLC meetings with focus on standard based instruction.	Vann, Ryan	9/22/2015	Participation in PLC Book Study - lesson planning and unpacking standards in PLC groups	6/7/2016 biweekly
G4.B1.S1.MA1	School Based Leadership Team (SBLT) will attend the collaborative department meetings to ensure fidelity of the meeting.	Vann, Ryan	9/22/2015	Planning meeting forms, lesson plans, administration observations	6/7/2016 weekly
G4.B2.S1.MA1	Teachers needing more support will be paired with a teacher	Vann, Ryan	9/22/2015	Documentation from an Administrator.	6/7/2016 monthly
G4.B2.S1.MA1	Administration walk-thru's and observations	Vann, Ryan	9/22/2015	Data collection from walk-thru's and observations.	6/7/2016 biweekly
G4.B2.S2.MA1	PLC will be provided during planning period time.	Campbell, John	10/5/2015	Sign-in Sheet and follow-up Activity	6/6/2016 quarterly
G4.B2.S2.MA1	PLC will be provided during planning period time.	Campbell, John	10/5/2015	Sign-in Sheet and follow-up Activity	1/4/2016 quarterly
G4.B2.S3.MA1	Document in Academic Leadership Notebook	Vann, Ryan	10/5/2015	Professional Development	6/6/2016 quarterly
G4.B2.S3.MA1	Document in Academic Leadership Notebook	Vann, Ryan	10/12/2015	Professional Development	quarterly

## 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.

**G3.** All teachers will have meaningful common collaborative planning time on the Florida State Standards.

### **G3.B1** Teacher knowledge of the standards

**G3.B1.S1** Unpack standards prior to meeting with teachers. Providing professional development on unpacking the standard.

#### **PD Opportunity 1**

Teachers will learn how to unpack the standards prior to meeting for first planning session.

##### **Facilitator**

Academic Leadership Team

##### **Participants**

Teachers

##### **Schedule**

On 6/7/2016

**G4.** Increase student's meeting satisfactory standard in Algebra I FSA EOC from 45% to 50%. Increase student's meeting satisfactory standard in FSA ELA from 35% to 40%. Increase student's meeting satisfactory standard in Bio I EOC from 51% to 56%. Lastly, increasing student's meeting satisfactory standard in US History EOC from 54% to 59%. The data will be based on strategic target plan for 2016.

### **G4.B2** Lack of student engagement

**G4.B2.S2** A model teacher will demonstrate a lesson that involves heavy student engagement utilizing various collaborative structures. ie: Kagan structures, mixed pair share, round robin, think pair share, etc...

#### **PD Opportunity 1**

Best Practices of Teaching Modeling of Effective Student Engaged Lesson

##### **Facilitator**

Mr. Campbell

##### **Participants**

Teachers

##### **Schedule**

Quarterly, from 10/6/2015 to 6/7/2016

## Technical Assistance Items

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