

Polk County Public Schools

Kathleen Senior High School



2016-17 Schoolwide Improvement Plan

Kathleen Senior High School

1100 RED DEVIL WAY, Lakeland, FL 33815

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School PK, 9-12	Yes	76%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	58%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	C	C

**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 a monitoring status of "Former F" (see page 4). 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	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	31
Appendix 2: Professional Development and Technical Assistance Outlines	33
Professional Development Opportunities	33
Technical Assistance Items	36
Appendix 3: Budget to Support Goals	36

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Kathleen Senior High School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Cultivating a legacy of lifelong learners

b. 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.

2. School Environment

a. 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.

b. 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 and/or one of the Assistant Principals makes daily announcements to the student body about expectations for behavior and respect as well as regular communications (email/phone messages) to parents.

c. 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. 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 at the beginning of second semester to review all expectations.

d. 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.

3. Early Warning Systems

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

a. 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%, OSS, more than 2 course failures for the semester, age, 1 or more failures in core courses.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	148	141	139	98	526
One or more suspensions	0	0	0	0	0	0	0	0	0	77	54	24	9	164
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	75	79	96	140	390
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	648	402	624	225	1899
GPA below 2.0	0	0	0	0	0	0	0	0	0	93	120	76	89	378
ISS/OSS > 3 days	0	0	0	0	0	0	0	0	0	16	16	11	4	47
Progress of Credits	0	0	0	0	0	0	0	0	0	0	4	2	5	11
Overage	0	0	0	0	0	0	0	0	0	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	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	14	82	68	45	209

c. 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, divided by grade level, reviews their 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. Counselors 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 weekly for students. Summer school and other extended learning opportunities are offered to students to improve their academic standing as well. The school has the Success Team 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 and is headed by our Success Coach, Jeffrey Williams. Community volunteer 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/323177>.

2. Description

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

2. 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. Our SAC meets four times a year. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Drisdom, Donna	Principal
Smith, Keith	Assistant Principal
Williams, Tony	Assistant Principal
Jenkins, Mario	Assistant Principal
Smith, Javon	Assistant Principal
Miller, Yvonne	Instructional Coach
Maffett, Lia	Assistant Principal
Speed, Toi	Instructional Coach

b. Duties

1. 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. Toi Speed serves as the Literacy Coach and provides instructional support and professional development to teachers. We are currently seeking a Math Coach, who will support the Math Department by providing instructional coaching, resources, and professional development. Yvonne Miller, Math Interventionist and Jennifer Redd, Reading Interventionist provide academic intervention to our at-risk students. Mrs. Miller focuses on providing interventions in math while Jennifer Redd focuses on reading/writing interventions. 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, Heather Donhauser, Doug Harwell and Joaquin Reyes. All coaches, deans and assistant principals 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 Disabilities. Kim Sprouse 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. Jeffrey Williams is the school's Success Coach and he works with students to ensure they are on track for graduation and post-secondary education or career placement.

2. 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Donna Drisdorn	Principal
Tony Williams	Education Support Employee
Mario Jenkins	Education Support Employee
Javon Smith	Education Support Employee
Ruby Lewis	Education Support Employee
Alan Darr	Teacher
Lia Maffett	Education Support Employee
Toi Speed	Education Support Employee
Jessica Mahmood	Teacher
Daniel Bryant	Student
Chanel Jackson	Student
Jenna Desandolo	Education Support Employee
Janet Lamoureux	Parent
Sybille Oldham	Parent
Johnnie Jackson	Business/Community
Cornell Kirkendoll	Education Support Employee
Harold Lewis	Parent
Jennifer Redd	Education Support Employee
Heather Donhauser	Education Support Employee
Doug Harwell	Education Support Employee
Joaquin Reyes	Education Support Employee
Michelle Miller	Business/Community

b. Duties

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

a. 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.

b. 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.

c. 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.

2. 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 available funds.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Miller, Yvonne	Instructional Coach
Smith, Javon	Assistant Principal
Speed, Toi	Instructional Coach
Desandolo, Jenna	Instructional Media
Redd, Jennifer	Instructional Coach
Maffett, Lia	Assistant Principal
Drisdorn, Donna	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

1. 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 weekly 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.).

2. 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, Toi Speed meets monthly and provide classroom strategies/instructional techniques/classroom management, etc. Support staff and administrative team members also meet with new teachers to provide support.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

All core teachers (and even elective teachers) participate 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 co-planning 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 walk-throughs. Additional measures to ensure alignment

include the implementation of lesson study and group walk-throughs to evaluate the effectiveness of instructional programs (not individual teachers). At the conclusion of these types of walk-throughs, the "data collectors" collaborate with the teachers in a reflective conversation and develop an action plan to increase effectiveness for future standards-based lessons.

b. Instructional Strategies

1. 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.

2. 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

Drisdorn, Donna, donna.drisdorn@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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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. Javon Smith, Assistant Principal and Heather Donhauser, 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 advisors who provides them with additional guidance, support, and monitoring.

To assist seniors who are transitioning to postsecondary life, the school has a Success Coach who provides information and guidance for this transition. The Senior Counselor, Dione Face-Portier also provides information and guidance for all seniors. Whether it is enrolling in a postsecondary education, enlisting in the military, or seeking employment, these staff members have the knowledge, expertise, and resources to ensure the transition is smooth. Students meet with their counselors and Success Team Coach, Jeffrey Williams, to apply for college admissions, scholarships, job opportunities, and/or to speak to military recruiters.

b. College and Career Readiness

1. 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 students' academic/graduation plans. During these conferences, course offerings are discussed based on student interest and ability level. Additionally, KHS hosts several academic nights on campus and in the community for parents and students to get information about the various course offerings, find out about all the happenings at KHS, apply for financial aid and scholarships for colleges, apply for colleges, complete FAFSA, etc.

2. 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 Supply Chain Management, Sports Medicine, Criminal Justice, Natural Resources and Agriculture, Automotive Technologies, and Engineering/Aerospace. We also offer students opportunities through our CTE coursework in the areas of Digital Video Productions, Drafting, Early Childhood Education, Culinary Arts, Music, Theatre, Visual Arts, and Journalism.

3. 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.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** KHS instructional, support and administrative staff will maintain a safe, supportive and orderly campus with clear communications with students, families and the surrounding community members.
- G2.** The percentage of students meeting proficiency will increase in all area of testing including FSA, EOCs and Mid Terms and Final Exams.
- G3.** Teachers and support staff will employ high-quality professional development opportunities to face the challenge of helping all students master all academic achievement standards and district and statewide assessments.
- G4.** 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”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. KHS instructional, support and administrative staff will maintain a safe, supportive and orderly campus with clear communications with students, families and the surrounding community members. 1a

G085009

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	40.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administrative staff will capture data monthly and provide feedback to the instructional staff in a continuing improvement plan format, with summary results posted to the students and community. Leadership will reinforce, to the instructional staff, foundational, behavioral and academic practices, with routine monitoring of their effectiveness.

Plan to Monitor Progress Toward G1. 8

Discipline Data of all grade levels

Person Responsible

Mario Jenkins

Schedule

Quarterly, from 8/15/2016 to 6/10/2017

Evidence of Completion

Quarterly data for Discipline by Grade Level

G2. The percentage of students meeting proficiency will increase in all area of testing including FSA, EOCs and Mid Terms and Final Exams. 1a

G085010

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	85.0
Algebra I EOC Level 1	85.0

Targeted Barriers to Achieving the Goal 3

- Large Number of Students enter 2-3 years below grade level
- Student attendance - 25% of students have missed 10+ days 1st quarter
- Student Discipline - 20% of students (445 Actions out of 2216 Student Population)
- Minimum finances for student rewards
- Large Number of Teacher Vacancies
- High Number of Level 1s and 2s (students) in Reading
- Technology unavailable to students and staff during testing
- Parental Involvement
- Number of New staff for 2016-2017 (27 new staff members) to date

Resources Available to Help Reduce or Eliminate the Barriers 2

- Data from Genesis, Pinnacle, Ideas

Plan to Monitor Progress Toward G2. 8

Score Reports for FSA, EOCs, Mid Terms and Final Exams

Person Responsible

Lia Maffett

Schedule

Semiannually, from 1/20/2017 to 6/9/2017

Evidence of Completion

Administrative Staff will capture score data reports from FSA, EOCs, Mid Terms and Final Exams and provide feedback to instructional, support and administrative staff in a continuing improvement plan format, with summary results available to students and community.

G3. Teachers and support staff will employ high-quality professional development opportunities to face the challenge of helping all students master all academic achievement standards and district and statewide assessments. 1a

G085011

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	80.0
FSA ELA Achievement	80.0
Algebra I EOC Pass Rate	80.0
Bio I EOC Pass	80.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

.

Plan to Monitor Progress Toward G3. 8

Monitor Progress of student achievement and participation in all PD, school and district related

Person Responsible

Donna Drisdorn

Schedule

Semiannually, from 1/13/2017 to 6/2/2017

Evidence of Completion

Data from IBTP and State Assessment Reports

G4. 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

G085012

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

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

Resources Available to Help Reduce or Eliminate the Barriers 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

Plan to Monitor Progress Toward G4. 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

Donna Drisdorn

Schedule

Monthly, from 8/8/2016 to 6/9/2017

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

G4. 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**

 G085012

G4.B1 Expertise for new standards, assessments, and instructional practices that promote literacy and provide rigorous, relevant learning experiences **2**

 B226102

G4.B1.S1 Provide high quality learning opportunities **4**

 S238503

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

Lia Maffett

Schedule

Monthly, from 8/11/2016 to 6/2/2017

Evidence of Completion

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

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

Administrators will monitor attendance and participation in PD opportunities

Person Responsible

Lia Maffett

Schedule

Weekly, from 8/15/2016 to 6/5/2017

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G4.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

Donna Drisdorn

Schedule

Daily, from 8/15/2016 to 6/4/2017

Evidence of Completion

Evaluation instruments, Walkthroughs, Conversations, Lesson Plans

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

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

Person Responsible

Donna Drisdorn

Schedule

Monthly, from 8/11/2016 to 6/4/2017

Evidence of Completion

Progress Monitoring Data

G4.B1.S2 Implement lesson study 4

S238504

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

Toi Speed

Schedule

On 5/5/2017

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

Lia Maffett

Schedule

Monthly, from 11/2/2016 to 6/5/2017

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G4.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

Lia Maffett

Schedule

Monthly, from 10/1/2016 to 6/4/2017

Evidence of Completion

Lesson Plans, Sign In Sheets, Observations, Conversations

Plan to Monitor Effectiveness of Implementation of G4.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

Lia Maffett

Schedule

Weekly, from 10/1/2016 to 6/4/2017

Evidence of Completion

Lesson Plans, Teacher Evaluations, Progress Monitoring Data

G4.B3 Lack of planning time and effective use of planning time **2**

 B226104

G4.B3.S1 Increase planning time **4**

 S238505

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

Lia Maffett

Schedule

Every 2 Months, from 9/6/2016 to 6/2/2017

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G4.B3.S1 **6**

Monitor teachers to ensure planning time is being utilized efficiently

Person Responsible

Donna Drisdorn

Schedule

Weekly, from 8/8/2016 to 8/8/2016

Evidence of Completion

Lesson Plans, PLC Guiding Questions, Observations, Conversations

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

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

Person Responsible

Lia Maffett

Schedule

Daily, from 8/25/2016 to 6/4/2017

Evidence of Completion

Evaluation instruments, Walkthrough forms, Conversations, Lesson Plans

G4.B3.S2 Facilitate coplanning 4

S238506

Strategy Rationale

Action Step 1 5

Set coplanning calendar and determine coplanning groups

Person Responsible

Lia Maffett

Schedule

Monthly, from 9/2/2016 to 10/31/2016

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

Lia Maffett

Schedule

Monthly, from 9/10/2016 to 5/26/2017

Evidence of Completion

Lesson Plans, PLC Guiding Questions, Observations, Assessments

Plan to Monitor Fidelity of Implementation of G4.B3.S2 6

Administrators and coaches will attend and facilitate coplanning sessions

Person Responsible

Lia Maffett

Schedule

Monthly, from 9/2/2016 to 5/26/2017

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G4.B3.S2 7

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

Person Responsible

Lia Maffett

Schedule

Weekly, from 9/2/2016 to 6/4/2017

Evidence of Completion

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

G4.B5 Achievement gap 2

 B226106

G4.B5.S1 Literacy and Math interventionists provide additional support to struggling readers and math students. 4

 S238507

Strategy Rationale

Action Step 1 5

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

Person Responsible

Lia Maffett

Schedule

Monthly, from 9/6/2016 to 6/30/2017

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G4.B5.S1 6

Interventionists will provide weekly logs and documentation to Administration.

Person Responsible

Lia Maffett

Schedule

Weekly, from 8/18/2016 to 6/4/2017

Evidence of Completion

Weekly logs, Conversations, Data Chats, Observations

Plan to Monitor Effectiveness of Implementation of G4.B5.S1 7

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

Person Responsible

Donna Drisdorn

Schedule

Weekly, from 8/18/2016 to 6/4/2017

Evidence of Completion

Progress Monitoring Results, State Assessment data, Course grades

G4.B5.S2 Teachers differentiate instruction to meet the needs of all learners. 4

S238508

Strategy Rationale

Action Step 1 5

Provide PD on differentiation to all staff for support of 100 minute periods/block scheduling

Person Responsible

Lia Maffett

Schedule

Quarterly, from 10/31/2016 to 3/31/2017

Evidence of Completion

Lesson Plans, Reports of student data from Ideas, Pinnacle

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G4.B3.S1.MA1 M315462	Monitor teachers to ensure planning time is being utilized efficiently	Drisdorn, Donna	8/8/2016	Lesson Plans, PLC Guiding Questions, Observations, Conversations	8/8/2016 weekly
G4.B3.S2.A1 A308814	Set coplanning calendar and determine coplanning groups	Maffett, Lia	9/2/2016	Coplanning calendar, Groupings	10/31/2016 monthly
G4.B5.S2.A1 A308817	Provide PD on differentiation to all staff for support of 100 minute periods/block scheduling	Maffett, Lia	10/31/2016	Lesson Plans, Reports of student data from Ideas, Pinnacle	3/31/2017 quarterly
G4.B1.S2.A1 A308811	School leaders and teachers will be trained on how to effectively participate in a lesson study.	Speed, Toi	11/2/2016	Sign In Sheets, Follow-Up Activity, PD Eval	5/5/2017 one-time
G4.B3.S2.MA1 M315464	Administrators and coaches will attend and facilitate coplanning sessions	Maffett, Lia	9/2/2016	Sign In Sheets, Observations, Conversations, Lesson Plan, PLC Guiding Questions/Template	5/26/2017 monthly
G4.B3.S2.A2 A308815	Administrators and coaches will facilitate coplanning sessions to model expectations and gradually...	Maffett, Lia	9/10/2016	Lesson Plans, PLC Guiding Questions, Observations, Assessments	5/26/2017 monthly
G4.B1.S1.A1 A308810	School-based Administrators will work with teacher leaders and district leaders to provide high...	Maffett, Lia	8/11/2016	PD Plan, PD Calendar, Agendas, Minutes, Sign In Sheets, PD Artifacts, PD Follow-Up Activities, PD Evaluations, Observations, Conversations	6/2/2017 monthly
G4.B3.S1.A1 A308813	Provide teachers with additional planning time through the use of Title 1 funds and...	Maffett, Lia	9/6/2016	Title 1 Budget, PLC Guiding Questions, Lesson Plans, Sign In Sheets	6/2/2017 every-2-months
G4.B1.S1.MA1 M315456	Administrators and instructional coaches will perform regular classroom walkthroughs and...	Drisdorn, Donna	8/15/2016	Evaluation instruments, Walkthroughs, Conversations, Lesson Plans	6/4/2017 daily
G4.B1.S1.MA3 M315457	Administrators and teachers will analyze student progress monitoring data to determine...	Drisdorn, Donna	8/11/2016	Progress Monitoring Data	6/4/2017 monthly
G4.B3.S1.MA1 M315461	Administration will perform regular classroom walkthroughs and evaluations to determine...	Maffett, Lia	8/25/2016	Evaluation instruments, Walkthrough forms, Conversations, Lesson Plans	6/4/2017 daily
G4.B5.S1.MA1 M315465	Interventionists and Administrators will analyze progress monitoring results and course grades to...	Drisdorn, Donna	8/18/2016	Progress Monitoring Results, State Assessment data, Course grades	6/4/2017 weekly
G4.B5.S1.MA1 M315466	Interventionists will provide weekly logs and documentation to Administration.	Maffett, Lia	8/18/2016	Weekly logs, Conversations, Data Chats, Observations	6/4/2017 weekly
G4.B1.S2.MA1 M315459	Administrators will review lesson plans and observe teachers delivering the co-authored lessons to...	Maffett, Lia	10/1/2016	Lesson Plans, Teacher Evaluations, Progress Monitoring Data	6/4/2017 weekly
G4.B1.S2.MA1 M315460	Administrators and instructional coaches will attend the coplanning and debriefing sessions to...	Maffett, Lia	10/1/2016	Lesson Plans, Sign In Sheets, Observations, Conversations	6/4/2017 monthly
G4.B3.S2.MA1 M315463	Administrators and coaches will attend coplanning sessions, review lesson plans, and perform...	Maffett, Lia	9/2/2016	Lesson Plans, Planning Artifacts/ Minutes, Observations, Conversations, WT data	6/4/2017 weekly
G4.B1.S1.MA1 M315458	Administrators will monitor attendance and participation in PD opportunities	Maffett, Lia	8/15/2016	Sign In Sheets, Follow-Up Activities, PD Evals, ARROW forms, In-service Records	6/5/2017 weekly
G4.B1.S2.A2 A308812	Teachers will plan lessons together, observe each other delivering the lessons, and then reflect on...	Maffett, Lia	11/2/2016	Meeting minutes, Lesson Plans, Observations, Conversations, Sign In Sheets	6/5/2017 monthly

Polk - 1181 - Kathleen Senior High School - 2016-17 SIP
Kathleen Senior High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.MA1 M315467	Administrators and instructional coaches will monitor assessment results, lesson plans, course...	Drisdom, Donna	8/8/2016	Progress Monitoring Data, State Assessment results, School Grade, Course Grades, Teacher Evaluation Data, Lesson Plans, Observations, Conversations, Data Chats	6/9/2017 monthly
G4.B5.S1.A1 A308816	Identify students in the lowest quartile in reading and mathematics and provide targeted...	Maffett, Lia	9/6/2016	Monthly Progress Monitoring Reports, Formative Assessment Data, Conversations, Observations, Course Grades	6/30/2017 monthly

V. Professional Development Opportunities

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

G4. 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.

G4.B1 Expertise for new standards, assessments, and instructional practices that promote literacy and provide rigorous, relevant learning experiences

G4.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

Monthly, from 8/11/2016 to 6/2/2017

G4.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 5/5/2017

PD Opportunity 2

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

Facilitator

Teachers, Coaches and Admin Team

Participants

Teachers

Schedule

Monthly, from 11/2/2016 to 6/5/2017

G4.B3 Lack of planning time and effective use of planning time

G4.B3.S1 Increase planning time

PD Opportunity 1

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

Facilitator

Admin Team

Participants

Teachers

Schedule

Every 2 Months, from 9/6/2016 to 6/2/2017

G4.B5 Achievement gap

G4.B5.S2 Teachers differentiate instruction to meet the needs of all learners.

PD Opportunity 1

Provide PD on differentiation to all staff for support of 100 minute periods/block scheduling

Facilitator

Admin Team

Participants

Teachers

Schedule

Quarterly, from 10/31/2016 to 3/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G4.B1.S1.A1	School-based Administrators will work with teacher leaders and district leaders to provide high quality, differentiated learning opportunities.	\$0.00
2	G4.B1.S2.A1	School leaders and teachers will be trained on how to effectively participate in a lesson study.	\$0.00
3	G4.B1.S2.A2	Teachers will plan lessons together, observe each other delivering the lessons, and then reflect on the lessons collaboratively.	\$0.00
4	G4.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
5	G4.B3.S2.A1	Set coplanning calendar and determine coplanning groups	\$0.00
6	G4.B3.S2.A2	Administrators and coaches will facilitate coplanning sessions to model expectations and gradually release responsibility to the teachers.	\$0.00
7	G4.B5.S1.A1	Identify students in the lowest quartile in reading and mathematics and provide targeted instruction.	\$0.00
8	G4.B5.S2.A1	Provide PD on differentiation to all staff for support of 100 minute periods/block scheduling	\$0.00
Total:			\$0.00