Lakeland Senior High School

2016-17 Schoolwide Improvement Plan

Lakeland Senior High School

726 HOLLINGSWORTH RD, Lakeland, FL 33801

http://www.lakelandhighschool.com/

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 9-12	No	56%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

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

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

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 Lakeland 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.

The mission of Lakeland High School is to provide a rigorous and relevant education anchored in excellence and tradition.

Harrison School for the Arts provides an opportunity for talented students to develop their artistic and academic abilities to the fullest extent, instilling in each student self-discipline, self-esteem, and a working knowledge of and greater appreciation for the arts.

b. Provide the school's vision statement.

Lakeland High Schools' community of learners will discover and advance their potential for great achievement by engaging in the rigors of learning, the experiences of unique relationships and emerge as successful citizens, enriching their city, state, nation and world.

2. School Environment

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

During the spring semester incoming freshmen and their families are invited to an open house to meet the
Lakeland High School faculty and staff. This annual 9th grade orientation showcases Lakeland High's academic and extra-curricular programs. Prospective students and their parents are able to interact with teachers, current students, coaches, and other stake holders, such as, business partners and representatives of the School Advisory Council.
Guidance Counselors also establish a rapport with incoming Freshman and their parents through middle school visitations. These visitations provide the parents and the 8th graders information about course offerings, extra curricular activities, and other pertinent information to facilitate student registration.
Throughout their high school careers, assigned guidance counselors meet annually with grade levels, as well as individual students to ensure each students success, during their tenure at Lakeland High School.
Lakeland's administrative team meets with each grade level during the first week of the new school term
to review the school's goals and expectations for every student, as outlined in their handbooks. Grade level
meetings are held at the beginning of the second semester to reinforce ongoing positive student behavior.
This team encourages ongoing dialogue among staff, students, and parents. Lakeland High School further provides ongoing positive feedback to parents through its 'Positive Post Card' program: teachers send a post card to parents documenting a student's outstanding classroom performance.

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

At every parent and student meeting, the administrative staff stresses the importance of
student safety and security through a partnership with all stakeholders. Students are also

expected to take responsibility for campus wide security by reporting concerns and sharing questionable observations with staff members. Supervision is provided before, during, and after school to ensure a safe and orderly environment. The administrative team, including the School Resource Officers (SROs), continually patrol the school campus throughout the school day. When students change classes, the district has mandated that all teachers be visible at their classroom doors. Administrators, teachers, and support personnel are also visible during lunch shifts.

Students are expected to exit the campus by 2:30 or report to the designated staff member responsible for providing supervision for their scheduled after school activity.

The principal's morning announcements provide students and staff with positive feedback, relative to campus and student activities. Two Lakeland Police Department SROs interact with students in a positive manner to foster an atmosphere of trust and mutual respect. In addition, students are encouraged to seek help from an adult to resolve conflicts with other students, for example, bullying.

Polk County School District provides lessons on 'Bullying'. These mandated lessons are taught by the second period teacher, during the first week of school. The 2 hour lesson plan, power point,
and other teaching materials are provided by the district. These lessons help students feel more comfortable communicating with school personnel when similar situations occur.

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.

The school-wide behavioral system, based on the Polk County Code of Conduct, is developed and revised each year by a committee consisting of the assistant principal of administration, deans, and teacher groups that with to assist in developing a plan of action. This is under the direction of the principal. When the plan is complete, the assistant principal meets with the staff in small groups, followed by the entire staff later, to reinforce directives such as, expectations for students and staff, regarding procedures and school wide policies. Teachers and staff also receive a staff handbook that provides clear and concise expectations of their duties and responsibilities.

To insure school wide continuity, at the beginning of each semester, grade level meetings are scheduled to reinforce protocols and understandings of what issues need immediate attention to ensure the continued safety and academic success for all stake holders.

Teachers are encouraged to contact parents to request assistance with disciplinary issues, as well as motivational concerns relative to student assignments. Administrative staff also works collaboratively with parents to resolve classroom issues between students and teachers which continually ensures the best possible environment for students to excel academically.

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.

A core belief at Lakeland High School and the Harrison School of the Arts is that all staff members are responsible for all students. Teachers develop task-oriented classrooms while meeting the social and emotional needs of students in an environment of mutual respect. Most teachers are trained to recognize student behaviors that exhibit a cry for help, and they take the appropriate action immediately to address a student in crisis.

The schools' guidance counselors also conduct grade level student conferences each year which affords counselors a better opportunity to meet the academic and social needs of students. These conferences often develop and foster genuine and meaningful relationships. These counselors are also available to students in one on one settings, as well as through email. Students may also receive counseling services provided by Winter Haven hospital through their IEP's on a weekly or monthly basis, ranging from 30 minutes weekly to 80 minutes monthly-depending upon the individual's need.

Lakeland High School has a Mission Graduation mentoring program that targets at-risk seniors who are in danger of not graduating.This program elicits faculty and administration to provide mentoring to these seniors.
In its first year of existence, the program netted a 77% success rate for graduation.

3. 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).

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

The goal of Lakeland High School's 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, initially to school administrators, and eventually to teachers, school counselors, and parents of identified students who are off track and need more intensive supports.

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 EWS provides a list of each student in the following categories:
*Absent 10% or more of the days enrolled
*Credits earned are less than required for student progress
*GPA below 2.0
*Number of failures in core courses greater than 1
*Over-age 2 or more years for the grade level
*Total number of ISS/OSS days is greater than 3

The faculty at Lakeland High School and Harrison also use 'IDEAS,' an in-house data tool that provides administrators, counselors and teachers with information on each student. Available data includes:
*State assessment information including history of FSA, SAT 10, FAIR, EOC, CELLA
*Progress Monitoring information including FAIR, Writing Progress Monitoring and quarterly assessments
*Fluency information (FAIR Data)
*At-risk status-Level 1 or 2 in FCAT reading and math for 8th grade
*ESE information
*ESOL information
*504 information
*Socioeconomic status
*Retained data
*Absence rate
*College Readiness Testing including PERT, ACT, SAT, PSAT

English Language Arts and Mathematics teachers also receive a report of the course history for every student in their subject area. This permits teachers to confirm appropriate enrollment and recommended course progression for each student. Students who do not pass the Algebra 1 EOC are placed in Intensive Math and Geometry to provide additional remediation.

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	107	99	90	112	408
One or more suspensions	0	0	0	0	0	0	0	0	0	110	116	122	110	458
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	38	103	118	108	367
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	97	116	105	52	370

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	107	108	115	91	421

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

Interventions include:
*Sharing the Early Warning System report with administrators and counselors
*Counselors meet with retained students within the first month of school
*Attendance Dean schedules a parent/student meeting with all students upon the 5th absence and places the student on an attendance contract
*ESE staff develop Behavior Intervention Plans for ESE students with patterns of behavior concerns
*Harrison students having difficulty in academic/art classes are placed on academic or arts probation
*Remedial teachers conduct data chats with students for goal setting purposes
*Algebra level 1/2 students are placed in double block math class utilizing Agile Mind Curriculum
*Reading level 1/2 students are placed in intensive reading courses
*Students not earning a passing Algebra EOC score are placed in remedial math course(s)
*Assistant Principal/Deans provide intervention for students with multiple discipline concerns
*Testing Coordinator, administrators, counselors conduct multiple meetings with seniors still needing an online course for graduation
*Parent/teacher conferences are scheduled at student/parent/teacher request
*Referrals to the school psychologist, social worker, tutoring, outside agencies as available
*Supplemental academic instruction funds have been requested for algebra EOC, geometry EOC, PERT reading/math and ACT reading prep
*ESOL ACT tutoring is offered support academic learning of ESOL students
* After school tutoring opportunities
*Grade recovery is offered after school and some weekends.

B. Family and Community Engagement

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).

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. § 6314(b)(1)(F).

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

No

1. PIP Link

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

2. Description

In March of each year, we hold a meeting for all incoming 9th-grade students called "Freshman Forum." This meeting allows parents and students an opportunity to receive information about Lakeland High School and see what options they have at LHS. They are also given the opportunity to meet with teachers and guidance counselors, as well as the chance to tour the campus.
At Orientation, parents and students meet the teachers and explore the various clubs and organizations available at school.
Our School Advisory Council (SAC) is open for any parent to attend. Notices of these meetings appear on the school webpage, are posted on the school marquee, and are announced via intercom prior to meetings.
Other options of communications are:
1. Freshman Parent Night for incoming 9th graders
2. The school web site is another vehicle for communicating with the stakeholders of LHS/Harrison.
3. Parent Internet Viewer - gives parent and student real time data regarding attendance, discipline, lunch account information, grades;
4. Quarterly school newsletters;
5. Electronic surveys for parents/students.
6. Open House

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.

Being the only high school inside the city limits, Lakeland High School has built great relationship with the City of Lakeland. Most of the athletic facilities are off campus and maintained by the city.
The School Advisory Committee is made up of community-based individuals with a vested interest in the school. Many of the school staff members are affiliated with organizations in the community and share information back and forth. There are some local and outside (away from Lakeland) organizations/agencies that give back to the school and most importantly to the students by providing financial support in the way of scholarships to students.
Business partnerships also exist with local restaurants to provide student incentives and faculty meals, allowing for community support of Lakeland High School.

C. 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).

1. School Leadership Team

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

Name	Title
Martinez, Art	Principal
Guenther, Leigh	Assistant Principal
Goodson, Andrea	Teacher, K-12
Maurer, Leila	Teacher, K-12
Mercak, Val	Teacher, K-12
Pierce, Cheryl	Teacher, K-12
Sampson, Brittany	Teacher, K-12
Williamson, Laura	Teacher, K-12
Woods, Lisa	Teacher, K-12
Ward, Daryl	Principal
McKown, Lori	Assistant Principal
Goleno, Jennifer	Dean
Owens, Sheli	Teacher, K-12
Simmons, Dana	Assistant Principal

b. Duties

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

The Academic Leadership Team is comprised of administration, guidance, testing coordinator, and teachers. Weekly meetings are a time to talk and share of progress related to student achievement and make data driven decisions. Each individual has a part of the discussion related to their discipline or expertise. The administration oversees supervision, attendance, discipline, and curriculum. Primarily, they are the instructional leaders of the school. Each teacher is responsible for their own discipline in the classroom related to student achievement. Our Testing Coordinator makes it possible to prepare a testing program to meet the demands of state assessments and progress monitoring. The ESE facilitator handles all issues related to the exceptional student education department, which spans from the lowest functioning students to the gifted.
. The Leadership Team also provides the school administration with feedback regarding policies and procedures that enhance achievement and meet educational, safety and parent involvement goals. The team works together to identify areas of curriculum strengths and needs and collectively determine strategies to increase achievement. The team also supports and creates opportunities for involvement from parents and community members and contributes to and monitors the effectiveness of the School Improvement Plan strategies. These meetings are held the first Tuesday afternoon of every month.
Distributed Leadership list:
Martinez: Alg 1, Geo and Alg. 2 McKown- Eng. 1, Eng. 2 and Reading
Guenther- US History Simmons- Reading
Marbra-E/S Sci, Bio, Physical

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.

All personnel are hired by their qualification for the particular job role they have. Subject-area teachers that are classified highly qualified in their field of study will be hired for courses they are certified to teach and based on student scheduling needs and requests.

The School Advisory Council meets and reviews school-wide data to determine where financial resources from Lottery may be allocated to best increase student achievement and support the mission of the school. They also assist in making decision which include deciding how to spend the A+ money when requests for such money are made.

The Budget is reviewed and allocated by the principal, assistant principal, financial secretary and athletic director. In some cases, by any other individuals that has a vested interest, such as IDEA funds. Discussion on the current budget status and needs are made collectively to address the needs and appropriate use that assist in raising student achievement.

The academic leadership team first reviews the school data to identify areas of strength and weakness. This information is viewed through the lens of district directives regarding math/reading placement and course progressions to ensure the needs of all students will be met. Personnel are then assigned to classes/tasks based on their strengths and certification. The methodology for coordinating funds and services is based on the financial and support materials allocations provided by the district. The Principal and Assistant Principals are responsible for the allocation of resources and determining the greatest impact of materials and funds. Meetings are held regularly to discuss budgets and curricular needs including the best way to meet additional needs. The school administration reaches out to district personnel, community members and parent groups to support identified needs.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Lory Madden	Business/Community
Arthur Martinez	Principal
Daryl Ward	Principal
Justin Troller	Teacher
Denai Ardis	Teacher
Tammy Dillon	Education Support Employee
George Williams	Business/Community
Pastor Edgar Pickett	Business/Community
Leslie Norman	Parent
Stefanie Bush	Parent
Lesley Chambers	Education Support Employee
Mary Claire Madden	Student
Lori McKown	Education Support Employee
Kim Martinez	Parent
	Student
Dana Simmons	Education Support Employee
Robert Madden	Student
Molly Mines	Student

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 majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. One major role of the SAC committee is to review the SIP and ask questions related to the plan. Results of the previous year achievement data are reported and a yearly comparison is done. Committee recommendations are welcomed and appreciated.

b. Development of this school improvement plan

Various members of the SAC collaborated at team meetings and had direct input in the writing of the school goals. A periodic review by the entire team will be conducted at regularly scheduled SAC meetings.
Upon completion of the rough draft, the SIP is shared with the SAC and input is requested regarding goals/strategies and measurement plans. Increasing student engagement is still a focus however the primary focus of this year's SIP is to increase teacher capacity through effective collaborative planning

c. Preparation of the school's annual budget and plan

The school's annual budget is prepared by the Principal, Assistant Principals and the Financial Secretary. The budget is presented to the SAC and input is solicited. SAC discusses and approves final budget.

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

Supplies-classroom projects $1647.00
Field Trips-Charter Buses $1107.01
Professional & Tech Travel & Training $2236.49
Subs-Instructional Staff Training $1305.60
Prof/Tech Subs-Basic Instruction $2176.00

Total: $8472.61

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
Martinez, Art	Principal
Williamson, Laura	Teacher, K-12
Woods, Lisa	Teacher, K-12
Pierce, Cheryl	Teacher, K-12
Sampson, Brittany	Teacher, K-12
Simmons, Dana	Assistant Principal
Goleno, Jennifer	Dean
McKown, Lori	Assistant Principal

b. Duties

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

The principal and the reading department chair will guide the reading leadership team in setting the agenda for the meetings. The team will focus on promoting a culture of literacy across the school. The leadership team will also review progress monitoring data in reading and writing and develop strategies to increase reading achievement.
Teachers in the English department are taking ownership of literacy and placing an importance on building our capacity for implementing complex reading passages, because the ELA assessment includes a response to two or more complex reading passage. Monthly English and Reading PLC's meetings are used to discuss activities being done to promote literacy and any measurable gains from said activities. The team will review Reading and English progress monitoring data and brainstorm ways to address the weaker areas.

D. 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).

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

Teachers are given opportunities to participate in the development of the master schedule. This promotes a team approach within departments. We implemented common planning time for all subject areas in the 2016-17 school year. PLC's meet a minimum of once a month and discuss lesson planning, common assessments, grading practices and policies and Best Practices in their field. Teachers within the PLC's commonly meet voluntarily to plan together and share what is or isn't working in the classroom.

Department meetings are also held monthly and provide teachers an opportunity to share concerns with the leadership team representative. Department chairs also work hard to ensure everyone (and especially new teachers) are successful and feel included in academic and social activities of the department.

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

Our instructional staff is hired through the district's online tool, RHS. RHS has been used for several years and completes preliminary screening of applicants ensuring they are highly qualified and certified for positions. The principal (or his designee) interviews and hires every position. Teachers are screened for their level of experience, expertise, enthusiasm for working with students and fellow teachers, and

stress tolerance. LHS believes that by taking the time to thoroughly get to know a teacher, the better the hiring selection will be and the retention rate of teachers will remain high.

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

The first week for teachers, we hold a New teacher meeting for all new staff to the school. Snacks are provided with gifts for every new staff. We also invite key personnel, including administrators and department head's to the meeting and introduce them and what they are responsible for. This helps the new staff members put a name with a face. At the meeting new teachers are paired with a more experienced teacher (department chair) within their department.
Administration will coach and monitor all teachers. The new teacher group meet on a monthly basis.

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.

Our school utilizes district provided learning maps. The core instructional programs and materials are aligned to Florida's standards with the usage of state adopted resources and supplementary materials. Recently adopted curriculum support in English, reading, math and some of the science contents are continuing to be implemented in those content areas. All curriculum purchases also go through the individual senior directors or curriculum specialists ensuring we're using appropriate materials.
Discussions in the collaborative planning meetings and PLC data chats help guide the teachers in the understanding and implementation of the standards.
Monitoring in the classrooms through administrative walk-throughs and the use of our in-house coaching cycle also add support that the alignment is being met.

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 were trained in Spring of 2015 on FL standards and continue to be supported through the use of CPalms and collaborative lesson planning and PLC meetings. Teachers are expected to bring collected data from rigorous common assessments to their PLC sessions and through analysis of the data determine the needs of both those requiring additional support as well as those who are ready for enrichment activities.
In addition, teachers will be supported and coached in their use of small group instruction necessitated by the results of the data collection and analysis. Intensive Reading and Intensified Algebra students are scheduled for remediation based on end of year progress monitoring an standardized test results.
Teachers were given a calendar of events with meeting dates and times for Faculty meetings, Leadership and committee meetings, PLC, and department meetings. During meetings teachers were requested to bring data that reflected what they were doing in class to determine the needs of their students, whether they were having difficulty or proficient.
The district's in house data management tool, IDEAS, provides teachers with some data as it relates to strengths and weaknesses of various FSA tested strands, and provides overall scores on PSAT,

ACT, SAT, PERT.. Teachers will use available data from quarterly assessments to help shape instructional focus.

The Reading department is continuing Voyager Reading curriculum with the double blocked grades 9 and 10 students. There is a focus on small groups in every Reading classroom. Teachers are learning how to conduct the differentiated classroom and continue to grow in this area. The Department head is modeling for teachers and district support has been accessed to assist the Reading department in this area.

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: After School Program

Minutes added to school year: 15,000

Through NHS and ESOL, students that request additional support with their studies are encouraged to attend the after school program. It is offered Monday - Thursday for one hour after school. It is peer tutoring for individual classes on homework or simply help studying for test.

Strategy Rationale

Many of our students could use the additional assistance that they may not receive at home. It also provides students the opportunity to get help after school while it still fresh on their mind. This strategy increases time for learning and affords students with the opportunity to graduate in 4 years.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
McKown, Lori, lori.mckown@polk-fl.net

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

Attendance is taken and documented because students who are tutoring receive community service hours. Student grades will also refelct the success for students attending on a regular basis. Data is collected on a quarterly basis and is analyzed to determine if students are attending and if what is being taught is effective.

Strategy: After School Program
Minutes added to school year: 3,200

After school tutoring for algebra EOC, geometry EOC, PERT math and ACT reading

Strategy Rationale

This will provide students needing focused, purposeful EOC prep, ACT or PERT

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Woods, Lisa, lisa.woods@polk-fl.net

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

EOC/PERT/ACT passing rates.

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. § 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.

Incoming freshmen arrive at Lakeland High School primarily from 8 feeder middle schools, but because Harrison is the performing arts school for the district, LHS actually receives students from any and all middle schools in the county. The following strategies are implemented to ensure a smooth transition into high school:
- A strong relationship is maintained with the feeder middle schools and middle school students are encouraged to attend the high school athletic and community events.
- In the Spring of each year, Lakealnd High School holds a 9th grade orientation at which parents and students become acclimated with the school, faculty, and activities available at LHS.
- The APC and Guidance Counselors visit the feeder middle schools in the Spring of each year to assist 8th graders with class selection for their freshman year..
- The LEA facilitator attends transitional staffings for ESE students.
- Counselors meet with Seniors 3 times per year to ensure students are on track for graduation as well as monitor absences and GPA.
- Counselors are meeting face to face with at risk Senior students/parents multiple times throughout the year
- Counselors are sending letters to each at risk senior as a follow up to the Senior Conference specifically stating the issue (GPA, online course, missing credit,)
- Attendance Dean tracks students on a daily basis specifically targeting those that miss 10% or more of instructional time. The Attendance Dean also sets up parent/student meetings and puts at risk students on an attendance contract.
-School Staff volunteer to mentor at risk 12th graders to reach graduation requirements
-LHS holds a 9TH grade parent night to inform parents and students of high school academic requirements and guidelines.

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.

Lakeland High School no longer has a college/career facilitator, but our guidance counselors strive to meet the needs of our upperclassman by sending emails to parents and teachers that register for the updates, publishes and distributed a college scholarship bulletin and reminder and provides individual and group counseling for college and career needs.
- Juniors and Seniors have conferences with guidance counselors to ensure their credits and classes are on track for graduation and the transition into college.
- Dual enrollment classes in partnership with Polk State College.
- Visits with college, career, and military recruiters on campus throughout the year, and at our college and career fair held on campus.
Outgoing seniors specifically participate in the following:
- Assistance with college applications and essays through the college and career facilitator.
- Assistance in identifying scholarship opportunities and submitting applications for scholarships through the college and career labs.
- On the job training through the OJT program.
Lakeland High School also offers on campus dual enrollment courses and encourages eligible students to consider enrollment in the courses.

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

Lakeland High School offers the following vocational/technical programs:
-Vet & animal science: prepares students to enter a vet tech program at the college level
-Culinary arts 1-4
-Fashion design: prepares students to enter the workforce or college for a variety of careers in fashion
-Multi-Communications Academy (MCA): Web design, TV production.
- industry certifications available through MCA include Adobe Suite, Photo Premier Pro, Photoshop, Dreamweaver, InDesign, Flash, Illustrator and Apple Final Cut Pro and Motion.
-Digital design: prepares students be successful Media Creators in leading industry software applications.

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

Students involved in academies at Lakeland High School participate in a track of courses that will meet their general education requirements and depending on the academy provide them an opportunity for industry certification. Students not involved in academies have the opportunity to participate in academy based classes as electives.

11th and 12th grade students also have the opportunity to transfer to Traviss Vocational center. Traviss provides vocational training while students are also completing their high school diploma. The LHS student services department works closely with staff from Traviss to support the student in their transition and career goals.

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.

• Utilize the various College Board PSAT reports; AP Potential (APP), Summary of Answers and Skills (SOAS) and Advanced Placement Instructional Planning Report (APIPR), to recruit prospective Advanced Placement students, to refine educational practices and to determine critical student deficiencies in reading, writing and mathematics
• Integrate pre-Advanced Placement and Advanced Placement instructional strategies into language

arts, mathematics and science lesson plans at the high school for every level of each course
• Implement pre-Advanced Placement and Advanced Placement parent information meetings
• Offer a minimum of one AP course in each core academic area
• Provide ACT Preparation through reading classes
• Utilize district-wide Advanced Placement course expectation document and contract
• Administer math and reading college readiness exams to all juniors
• Provide opportunities for those students who require remediation (coursework and tutoring)
• Administer PSAT to all sophomores during the fall semester
• Offer dual enrollment opportunities for qualified sophomores, juniors and seniors
• Encourage ACT and SAT virtual preparation and practice exams
• Implement mandatory pre-Advanced Placement and Advanced Placement professional learning opportunities for current and prospective AP teachers via summer institutes and bi-annual summits.
• Provide horizontal and vertical inter-and-intra-articulation opportunities inclusive of feeder pattern middle school.

LHS also provides College Readiness classes in English and Mathematics, PERT testing, ASVAB testing and individual assistance/support needed is provided through student services. Several PERT review sessions and testing opportunities are help at the end of the school year, as well as, throughout the summer to help student gain the "College Ready" status.
Lakeland High School's percentage of graduates completing a college prep curriculum was above the district and state. Lakeland High School is making an effort to increase the percentages of students taking upper level math courses by sharing the ACT and SAT high school report with math teachers and asking that they develop strategies to include more difficult math problems in their class with exposure to SAT/ACT type questions. Students are also encouraged to take AP or DE classes by assisting teachers with ways to hold class discussion on these courses and having each student speak with a guidance counselor regarding their post-secondary plans. This will include sharing information and requirements to become eligible for Bright Futures.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 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"Â? 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. Supportive Environmental Goal: Lakeland High School will provide a caring school climate with clear rules and consequences and a strong family and community involvement, leading our school to be engaged and our students to be motivated academically.

G2. Teachers will work collaboratively, utilizing common planning with guidance from administration to analyze and align standards, create rigorous common assessments, deliver high quality standard-based instruction and monitor student progress in order to adjust instruction to meet the academic needs of our students.

G3. LHS will target students identified as being at risk and monitor their attendance, grades and behavior. Monitoring of at risk students will likely have a positive impact on their achievement and increase the school's graduation rate.

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. Supportive Environmental Goal: Lakeland High School will provide a caring school climate with clear rules and consequences and a strong family and community involvement, leading our school to be engaged and our students to be motivated academically. 1a

🔑 G087260

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	56.0

Targeted Barriers to Achieving the Goal 3

- Meeting the needs of a drastically diverse population of students from varying backgrounds both impoverished to wealthy.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parent/Teacher organization Community Volunteers Incentive programs after school academic tutoring sessions

Plan to Monitor Progress Toward G1. 8

Guidance Meetings

Person Responsible
Lori McKown

Schedule
Weekly, from 8/15/2016 to 5/29/2017

Evidence of Completion
discuss tracking of 9th grade students, grade reports, mentoring notes

G2. Teachers will work collaboratively, utilizing common planning with guidance from administration to analyze and align standards, create rigorous common assessments, deliver high quality standard-based instruction and monitor student progress in order to adjust instruction to meet the academic needs of our students. 1a

🔍 G087261

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	56.0

Targeted Barriers to Achieving the Goal 3

- Assessment guidelines are not clear and change frequently causing confusion when creating quality instructional goals in the classroom.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Creating frequent opportunities for teachers to meet and discuss changes and brainstorm new ways to meet academic standards will help to clarify district assessment objectives.

Plan to Monitor Progress Toward G2. 8

New Teacher Mentor Meetings

Person Responsible
Dana Simmons

Schedule
Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion
Meeting agendas, meeting notes, face-to-face meetings with mentor teachers and staff. Sign-in sheets, lesson plans.

Plan to Monitor Progress Toward G2. 8

Leadership Team Meetings

Person Responsible
Art Martinez

Schedule
Monthly, from 9/6/2016 to 5/23/2017

Evidence of Completion
Meeting agendas, meeting minutes, testing schedules

G3. LHS will target students identified as being at risk and monitor their attendance, grades and behavior. Monitoring of at risk students will likely have a positive impact on their achievement and increase the school's graduation rate. `1a`

🔑 G087262

Targets Supported `1b`

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	

Targeted Barriers to Achieving the Goal `3`

- Students are not usually recognized for positive achievements (passing classes, week of perfect attendance)

Resources Available to Help Reduce or Eliminate the Barriers `2`

- -Attendance reports

- -Pinnacle grade reports

- -IDEAS data

- -Early Warning System (EWS) reports

- -Student Services Department

Plan to Monitor Progress Toward G3. `8`

Analyze attendance, behavior and academic achievement records as compared to student recognitions.

Person Responsible
Art Martinez

Schedule
Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion
Attendance, behavior and academic records of at risk students

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. Supportive Environmental Goal: Lakeland High School will provide a caring school climate with clear rules and consequences and a strong family and community involvement, leading our school to be engaged and our students to be motivated academically. 1

🔑 G087260

G1.B1 Meeting the needs of a drastically diverse population of students from varying backgrounds both impoverished to wealthy. 2

🔑 B231957

G1.B1.S1 Create a mentoring program for incoming 9th graders based on EWS indicators 4

🔑 S244761

Strategy Rationale

If LHS staff are able identify students at risk of falling behind due to multiple EWS indicators then programs and mentors can help students stay on track for graduation.

Action Step 1 5

Guidance counselors track 9th grade students following EWS indicators to provide support services through a mentoring program

Person Responsible

Dana Simmons

Schedule

Monthly, from 8/15/2016 to 5/30/2017

Evidence of Completion

attendance at school based parent meetings and gatherings.

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

Monthly meetings with administrative and leadership team

Person Responsible

Leigh Guenther

Schedule

Monthly, from 9/6/2016 to 5/30/2017

Evidence of Completion

school function invitations, flyers, attendance sign in sheets, meeting agendas.

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

Track quarterly grades, attendance and discipline of 9th grade students in mentoring program, meet quarterly with students to maintain achievement goals for those students.

Person Responsible

Orienthial Marbra

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

sign in sheets fro mentor meetings, attendance reports, discipline reports, grade reports.

G2. Teachers will work collaboratively, utilizing common planning with guidance from administration to analyze and align standards, create rigorous common assessments, deliver high quality standard-based instruction and monitor student progress in order to adjust instruction to meet the academic needs of our students. 1

🔑 G087261

G2.B1 Assessment guidelines are not clear and change frequently causing confusion when creating quality instructional goals in the classroom. 2

🔑 B231958

G2.B1.S1 Administration will relay new information through the leadership team, which will help open the lines of communication between departments and the LHS Administration 4

🔑 S244762

Strategy Rationale

Having an avenue to disseminate information to staff will alleviate any confusion that may happen as information is relayed to staff.

Action Step 1 5

New Teacher Mentor Program

Person Responsible

Dana Simmons

Schedule

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

Evidence of Completion

meeting agendas, meeting sign-in sheets, email calendar notifications, documented communications with mentor teachers.

G3. LHS will target students identified as being at risk and monitor their attendance, grades and behavior. Monitoring of at risk students will likely have a positive impact on their achievement and increase the school's graduation rate. 1

🔑 G087262

G3.B2 Students are not usually recognized for positive achievements (passing classes, week of perfect attendance) 2

🔑 B231960

G3.B2.S1 The leadership team will develop strategies to be notified of student success towards individual goals and implement strategies to better recognize students for achievements. 4

🔑 S244764

Strategy Rationale

As students are recognized for small successes, they will begin to 'buy in' to LHS and increase participation, attendance and achievement in classes.

Action Step 1 5

Teachers will monitor at risk students as identified in IDEAS and notify administration of success (consecutive days of attendance, academic achievements, positive behavior).

Person Responsible

Leigh Guenther

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Teacher documentation and emails to administration.

Action Step 2 5

Administration will recognize students for academic successes

Person Responsible

Lori McKown

Schedule

Quarterly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Report cards, A/B Honor Roll

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Record of email notifications to administration and record of rewards/recognitions given to students.

Person Responsible

Lori McKown

Schedule

Quarterly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Emails and documentation of awards/recognitions and meeting notes from incentive team meetings

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

The number of recognition's sent to administration as compared to attendance/grades/discipline reports.

Person Responsible

Art Martinez

Schedule

Quarterly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Attendance records, pinnacle records, teacher emails, A/B honor roll reports

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					
G2.MA1 M329312	Leadership Team Meetings	Martinez, Art	9/6/2016	Meeting agendas, meeting minutes, testing schedules	5/23/2017 monthly
G1.MA1 M329310	Guidance Meetings	McKown, Lori	8/15/2016	discuss tracking of 9th grade students, grade reports, mentoring notes	5/29/2017 weekly
G1.B1.S1.MA1 M329309	Monthly meetings with administrative and leadership team	Guenther, Leigh	9/6/2016	school function invitations, flyers, attendance sign in sheets, meeting agendas.	5/30/2017 monthly
G1.B1.S1.A1 A316902	Guidance counselors track 9th grade students following EWS indicators to provide support services...	Simmons, Dana	8/15/2016	attendance at school based parent meetings and gatherings.	5/30/2017 monthly
G2.MA1 M329311	New Teacher Mentor Meetings	Simmons, Dana	8/15/2016	Meeting agendas, meeting notes, face-to-face meetings with mentor teachers and staff. Sign-in sheets, lesson plans.	6/2/2017 monthly
G3.MA1 M329317	Analyze attendance, behavior and academic achievement records as compared to student recognitions.	Martinez, Art	8/15/2016	Attendance, behavior and academic records of at risk students	6/2/2017 monthly
G1.B1.S1.MA1 M329308	Track quarterly grades, attendance and discipline of 9th grade students in mentoring program, meet...	Marbra, Orienthial	9/1/2016	sign in sheets fro mentor meetings, attendance reports, discipline reports, grade reports.	6/2/2017 quarterly
G2.B1.S1.A1 A316903	New Teacher Mentor Program	Simmons, Dana	8/8/2016	meeting agendas, meeting sign-in sheets, email calendar notifications, documented communications with mentor teachers.	6/2/2017 monthly
G3.B2.S1.MA1 M329315	The number of recognition's sent to administration as compared to attendance/grades/discipline...	Martinez, Art	10/3/2016	Attendance records, pinnacle records, teacher emails, A/B honor roll reports	6/2/2017 quarterly
G3.B2.S1.MA1 M329316	Record of email notifications to administration and record of rewards/ recognitions given to...	McKown, Lori	10/3/2016	Emails and documentation of awards/ recognitions and meeting notes from incentive team meetings	6/2/2017 quarterly
G3.B2.S1.A1 A316905	Teachers will monitor at risk students as identified in IDEAS and notify administration of success...	Guenther, Leigh	8/15/2016	Teacher documentation and emails to administration.	6/2/2017 biweekly
G3.B2.S1.A2 A316906	Administration will recognize students for academic successes	McKown, Lori	10/3/2016	Report cards, A/B Honor Roll	6/2/2017 quarterly

V. Professional Development Opportunities

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

G1. Supportive Environmental Goal: Lakeland High School will provide a caring school climate with clear rules and consequences and a strong family and community involvement, leading our school to be engaged and our students to be motivated academically.

G1.B1 Meeting the needs of a drastically diverse population of students from varying backgrounds both impoverished to wealthy.

G1.B1.S1 Create a mentoring program for incoming 9th graders based on EWS indicators

PD Opportunity 1

Guidance counselors track 9th grade students following EWS indicators to provide support services through a mentoring program

Facilitator

LHS Administration

Participants

Parents, Community Members, School Staff Members

Schedule

Monthly, from 8/15/2016 to 5/30/2017

G2. Teachers will work collaboratively, utilizing common planning with guidance from administration to analyze and align standards, create rigorous common assessments, deliver high quality standard-based instruction and monitor student progress in order to adjust instruction to meet the academic needs of our students.

G2.B1 Assessment guidelines are not clear and change frequently causing confusion when creating quality instructional goals in the classroom.

G2.B1.S1 Administration will relay new information through the leadership team, which will help open the lines of communication between departments and the LHS Administration

PD Opportunity 1

New Teacher Mentor Program

Facilitator

Dana Simmons

Participants

New teachers to LHS and new teachers to the profession of education

Schedule

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Guidance counselors track 9th grade students following EWS indicators to provide support services through a mentoring program				$0.00
2	G2.B1.S1.A1	New Teacher Mentor Program				$0.00
3	G3.B2.S1.A1	Teachers will monitor at risk students as identified in IDEAS and notify administration of success (consecutive days of attendance, academic achievements, positive behavior).				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide			$0.00
4	G3.B2.S1.A2	Administration will recognize students for academic successes				$0.00
					Total:	$0.00