

Lake Region High School



2017-18 Schoolwide Improvement Plan

Lake Region High School

1995 THUNDER RD, Eagle Lake, FL 33839

<http://www.lakeregionthunder.com/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	77%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	67%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Lake Region High School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- 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 Lake Region High School is to ensure a safe and caring environment that promotes learning with high expectations for all of our students.

b. Provide the school's vision statement.

The vision of Lake Region High School is that all students will be prepared for success in college and/or career through an effective system of academic and career-based programs.

2. School Environment

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

Prior to school beginning, the school hosts an evening student orientation evening from 5:00pm - 7:00pm which permits more students and parents to attend to establish an initial family/teacher relationship. An evening open house is held in the fall of each year to further build upon these relationships. During the year, multicultural training is incorporated into teacher PLCs. Also, World Language classes (Spanish and French) host multicultural activities that are open to staff. Cooperative learning strategies in the classroom further support building teacher knowledge about students and subsequent relationships.

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

The principal, assistant principals, and deans monitor the buildings and school grounds both before and after school. A teacher daily duty schedule also assigns a rotation of teachers for monitoring the hallways and school grounds.

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.

Each teacher establishes a set of classroom expectations that are included within a teacher syllabus provided to students by each teacher. This document is signed by both student and parent. Each student is also provided with a the link to access the code of conduct at the beginning of the year. Grade level assemblies are held in August by the principal to review expectations for student behavior. School discipline protocols are presented to staff at the staff meeting at the beginning of the year. The information is also provided in the staff handbook.

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.

Lake Region High School Student Services includes 4 guidance counselors, an ESE Facilitator, a College Success Coach, and a Psychologist. Students may request to meet with one of these staff or a student may be referred for services by a teacher or parent. A student mentoring program is facilitated by a staff member in which a teacher or volunteer community member is matched to a student whose parent has requested a mentor.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The leadership team reviews performance matters to determine early warning indicators in the areas of attendance, assessments, suspensions, retention, primary classifications, and graduation tracking. This data will provide identification of target students.

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	121	131	110	14	376
One or more suspensions	0	0	0	0	0	0	0	0	0	80	51	35	4	170
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	47	39	45	16	147
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	161	124	115	32	432

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	0	0	0	0

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

Attendance is tracked and addressed through the attendance committee. The assistant principal will oversee the out of school suspension days for students along with the deans to determine patterns and strategies necessary to keep students in class. Course failures will be addressed through scheduled grade and credit recovery opportunities. Students identified as level 1 one on statewide FSA assessments are enrolled in intensive reading and tracked through formative assessments.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

Lake Region High School hosts a variety of student/parent meetings during the year. In the beginning of the year, an evening orientation is held as well as a fall open house and Title 1 parent meeting and time for parents to meet with teachers. During the year, three parent meetings are held to discuss the academic programs. An academy night is also held in the spring to provide parents a chance to visit the school's career programs. Guidance counselors conduct student conferences during the year to advise students of their academic progress and a daily Guidance Cafe during lunches provides students with regular access to guidance services. The Lake Region website provides an electronic access to academic information. Guidance counselors schedule and conduct teacher/parent conferences as requested by teacher or parent. A College and Career Specialist meets with students and parents regarding college advising and financial aid and schedules a college fair and a parent college financial seminar each fall.

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.

Student groups donate time to community celebrations during the year. Students volunteer hours after school to tutor at two nearby elementary schools which benefits the elementary students' achievement potential as well as adding to the high school's community service record to support potential scholarships. Each of the school's career-based programs operates an advisory board that has community members as business partners. These partners participate an array of contributions such as job shadowing opportunities, guest speakers, field trips, monetary funds, and equipment. The career-based programs that operate as a business enterprise enlist local businesses as customers which supports the business operating funds. Local community restaurants contribute food and/or merchandise toward fundraising activities for school programs. The principal and assistant principal attend local Chamber of Commerce education events to strengthen community partnerships.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Costine, MaryJo	Principal
Farese, Helen	School Counselor
Nicolodi, Donna	Assistant Principal
Mitchell, Chauncey	Assistant Principal
Theriac, Angela	Instructional Coach
Simpson, Tanishia	Assistant Principal
Vera, Luciano	Dean

b. Duties

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

The principal and three assistant principals are responsible for teacher supervision and classroom observation with each having one-third of the staff for observations purposes. One assistant principal is responsible for student supervision, attendance, and building operations. The other assistant principal is responsible for curriculum development, professional development,

and budget. The principal, as manager of personnel, assigns and coordinates responsibilities for the assistant principals.

The Leadership Team meets every month to review achievement data and school climate.

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.

Each spring, students in grades 8-11 register for classes for the following school year. From the course registration data, a master schedule is developed that reflects both student choices and satisfies course requirements for graduation. Each content department has a department chair that assists with determining curriculum needs and communicating those needs to the assistant principal. Each department is allocated a portion of the operational budget based upon the number of department members and level of consumable materials. The department chair utilizes the allocated funds based upon instructional needs subject to approval of purchases by the assistant principal. Funding is managed through spreadsheets via SAP. The assistant principal in quarterly meetings with the department chairs is responsible for appropriate allocations of funds.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
MaryJo Costine	Principal
Cathi Woodhead	Parent
Brenda Baxley	Business/Community
Diana Mathewson	Parent
Amanda Christian	Parent
Kamatia Laffrey	Parent
Ellie Carrea	Parent
Angela Mitchell	Parent
Maria Rodriguez	Parent
Robert Holby	Teacher
Tanishia Simpson	Education Support Employee
Joyce Baswell	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Evaluation of the previous school improvement plan will occur during the first SAC meeting, Sept, 2017. SAC members will review goals and available data related to progress on those goals. SAC members can provide comments and recommendations.

b. Development of this school improvement plan

At the first SAC meeting, Sept, 2017, and ongoing, the current year school improvement plan will be reviewed and SAC members can make recommendations for changes as data is generated during the year.

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

The 2017/2018 school budget expenditures using Lottery Funds is coordinated and prepared with SAC review and approval at meetings during the year.

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

\$1000 - After School Tutoring
\$500 - Algebra 1 EOC tutoring
\$5,000 - Furniture
\$1000 - Agendas

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
Costine, MaryJo	Principal
Theriac, Angela	Teacher, K-12
Mitchell, Chauncey	Assistant Principal
Nicolodi, Donna	Assistant Principal
Simpson, Tanishia	Administrative Support

b. Duties

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

The LLT meets monthly to determine the literacy focus and discuss strategies to promote literacy school-wide. A focus this year is on using multiple sources of reading and text-based questions in all subjects. AVID strategies will also be added this year to include Cornell Notes schoolwide and WICOR activities.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Teachers follow an established year-long schedule of weekly collaborative planning meetings based upon their content during the year. Teachers also collaborate on 9-week and semester common assessments.

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 principal work with the district recruiting office as instructional positions open to maintain a qualified and diverse staff. Data from the teacher evaluation system and school improvement plan determines professional learning needs that can be met through school-wide or opportunity for individual development. School professional development is developed in part from a base of teacher needs. Time is allocated weekly for professional collaboration so that teachers can share and develop expertise.

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

Teachers that are new to the profession are mentored by the content area department chair with monthly meetings as part of the responsibility of that position. A new teacher induction program is established to cover training and questions that will assist teachers with school policies and procedures. New teachers are also assigned to a leadership team member that meets with them monthly. New teachers may also be assigned a mentor through the PEC program if applicable.

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.

Teachers follow the district developed learning maps which are aligned with the Florida Standards. Many teachers have received professional development over the past three years, at the district and school level, on the new standards. Teachers engage in collaborative planning bi-monthly to align instruction to the new standards. New material purchases are implemented in the appropriate subject area classrooms.

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.

Students are placed in tiered level courses, such as intensive math or intensive reading, according to the state assessment performance levels. For differentiation, Journeys and Achieve 3000 curriculum materials are based upon lexiles and assigned according to student reading levels. ESE Support Facilitators are in content areas as needed by students requiring additional assistance through their IEP. As the year progresses, ESE students struggling in Algebra will be placed with a math certified ESE teacher for smaller group setting and more intensive assistance.

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: 300

Test preparation for Algebra 1 EOC, FSA..

Strategy Rationale

Additional support for students needing to meet a graduation requirement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Nicolodi, Donna, donna.nicolodi@polk-fl.net

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

The percentage of students passing the related EOC and FSA that participated in the after school tutoring.

Strategy: Summer Program

Minutes added to school year: 4,500

Credit Recovery Program to assist students in acquiring graduation credits.

Strategy Rationale

To improve the graduation rate.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Nicolodi, Donna, donna.nicolodi@polk-fl.net

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

The percentage of students earning at least a half credit in the summer program.

Strategy: After School Program

Minutes added to school year: 600

AP Test Preparation.

Strategy Rationale

Additional support for students taking an AP exam.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Nicolodi, Donna, donna.nicolodi@polk-fl.net

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

The percentage of students passing the AP exam that participated in the after school tutoring.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

For incoming cohorts, an articulation meeting occurs between the high school administration/guidance and the middle school administration/guidance during the 1st semester to discuss and share information related to the pending transition to high school for the next school year. In January, an 8th grade parent meeting occurs for students transitioning to 9th grade. In February/March, high school counselors meet with 8th grade students at the middle schools to share course information and to begin the registration process.

For outgoing cohorts, the high school hosts college admission visits by both public and private Florida colleges. Each fall, the high school hosts a college financial aid information event for parents and students. The high school also employs a college and career specialists that advises students and meets with parents. On campus dual enrollment courses and advanced placement courses are offered so that students can begin transitioning to acquiring college credits and learning college performance expectations while still in high school.

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.

Lake Region offers 7 career academies, including IMAG, Law, Culinary, Child Development, Agriculture, Business Management & Finance, and Medical in which students may participate. In addition to the academies, students may engage in web design, media productions, visual and performing arts, and JROTC which provides experience in career areas. The school is partnered with the Winter Haven Chamber of Commerce Public Education Partnership group which provides job shadowing opportunities and guest speakers for CTE students.

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

Several career and technical education programs are available for students -
IMAG (marketing and communications technology)

Law

Culinary

Childhood Education

Agriculture

Business Management & Finance

Medical

TV Media Production

Within these areas are several certifications-

Apple Final Cut Pro X

Adobe Illustrator

Adobe Photoshop

Adobe Dreamweaver

EKG Technician

Microsoft Office Specialist

MSSC

NALS

Serve Safe

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

Through the academy structure, Lake Region has merged different career and technical areas: Marketing and Communications technology integrates the related courses of TV media production or web design as appropriate to student interests. Robotics and Engineering with a focus on manufacturing are paired. Through the first year implementation of wall-to-wall academies, the academic subjects of English, science, and social studies are cohorted with career and technical academies.

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-based leadership team analyzes the High School Feedback Report to determine the strengths, weaknesses, and problem solve gaps in data. Since the data is delayed by two years, effective change is not quickly evidenced. Current strategies to increase postsecondary readiness include- ACT preparation through the 11th/12th grade reading courses; promote student participation in acceleration courses such as AP and dual enrollment; utilize a college and career specialist to advise students and parents on college admission and financial aid; and promote the existing partnership with Polk State through articulation events.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

The school grade data reveals an overall total of 424 points earned; maintaining a C grade. The total points were a decrease overall of 25 points from 2015-2016. The areas of overall increase were in English Language Arts Learning Gains of the Lowest 25%; gaining 4 points for a total of 38, Mathematics Achievement; gaining 3 points with a total of 33, and Graduation Rate; gaining 2 points with a total of 75. The areas of concern and decreased achievement were: ELA Achievement - dropped -6 points; 31%, ELA Learning Gains - dropped -10 points; 35%, Math Learning Gains - dropped -1 point; 36%, Math LG of the Lowest 25 - dropped -5 points; 35%, Science Achievement - dropped -1 points; 39%, Social Studies Achievement - dropped -5 points; 46% and Acceleration dropped -6; 56%.

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.

Lake Region High School data from the needs assessment conducted in February of 2017 reveals 74% of the population as economically disadvantaged and qualifying for Title I. The migrant and homeless populations are both noted at 3% with 15% of the population identified as needing ESE services and 7% English Language Learners. The Early Warning System data shows 29.67% Overall off track with 25.52% of the data showing Attendance as the area of concern.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary


- G1.** To increase CTE course offerings to allow for additional Industry Certification options for acceleration.
- G2.** Increase the percentage of students reading and writing at or above grade level through standards based, focused, interaction with complex text.
- G3.** During the 2017-18 school year, teachers will collaboratively plan for the instruction and assessment of the Florida/NGSSS Standards and incorporate student engagement tasks.

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. To increase CTE course offerings to allow for additional Industry Certification options for acceleration.

1a

 G098023

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	75.0

Targeted Barriers to Achieving the Goal 3

- Lack of available technology outside of school

Resources Available to Help Reduce or Eliminate the Barriers 2

•

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

G2. Increase the percentage of students reading and writing at or above grade level through standards based, focused, interaction with complex text. 1a

 G098024

Targets Supported 1b

Indicator	Annual Target
ABE Reading - Percentage of LCP per Enrolled	38.0

Targeted Barriers to Achieving the Goal 3

- Lack of practice using complex text in various courses.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Achieve 3000, Cornell Notes, AVID/WICOR strategies

Plan to Monitor Progress Toward G2. 8

Formal assessments will be monitored for student achievement data.

Person Responsible

Donna Nicolodi

Schedule

Quarterly, from 8/28/2017 to 5/7/2018

Evidence of Completion

Performance Matters will be used to analyze student scores.

G3. During the 2017-18 school year, teachers will collaboratively plan for the instruction and assessment of the Florida/NGSSS Standards and incorporate student engagement tasks. 1a

G098025

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	90.0
FSA ELA Achievement	45.0
Algebra I EOC Pass Rate	40.0
Bio I EOC Pass	45.0
U.S. History EOC Pass	56.0

Targeted Barriers to Achieving the Goal 3

- Understanding of the process of collaboration for lesson planning

Resources Available to Help Reduce or Eliminate the Barriers 2

- An assistant principal to develop a schedule for collaborative planning time
- An Academic Leadership Team member leading the collaborative planning meetings
-
-
-

Plan to Monitor Progress Toward G3. 8

Teacher weekly lesson plans (SETS) and teacher leaders reports at monthly meetings

Person Responsible

Donna Nicolodi

Schedule

Quarterly, from 8/7/2017 to 5/14/2018

Evidence of Completion

Teacher leaders will share progress with administration and lesson plans (SETS) will reflect common instructional plans

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. To increase CTE course offerings to allow for additional Industry Certification options for acceleration. **1**

 G098023

G1.B1 Lack of available technology outside of school **2**

 B263586

G1.B1.S1 Extended learning offered after school for students who participate in CTE courses. **4**

 S279156

Strategy Rationale

Action Step 1 **5**

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion


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

Person Responsible


Schedule

Evidence of Completion

G2. Increase the percentage of students reading and writing at or above grade level through standards based, focused, interaction with complex text. 1

 G098024

G2.B1 Lack of practice using complex text in various courses. 2

 B263587

G2.B1.S1 Increase the use of AVID/WICOR strategies school-wide, with emphasis on writing, inquiry, collaboration, organization, and reading. 4

 S279157

Strategy Rationale

Use of the strategies will provide multiple opportunities for retention of rigorous learning.

Action Step 1 5

Teachers will be provided PD for Cornell Notes and WICOR Strategies.

Person Responsible

Donna Nicolodi

Schedule

On 8/3/2017

Evidence of Completion

Training materials and Agenda.

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

Teachers will plan for strategies in collaborative planning meetings. Professional development will be structured to support the implementation of Achieve 3000, ESOL Strategies, Standards Based Instruction, AVID/WICOR Strategies.

Person Responsible

Donna Nicolodi

Schedule

Weekly, from 8/21/2017 to 5/7/2018

Evidence of Completion

Teachers will complete S.E.T.S (student engagement tasks) and upload in shared folders.

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

Classroom walk-throughs will be conducted following collaborative planning to monitor implementation.

Person Responsible

MaryJo Costine

Schedule

Weekly, from 8/28/2017 to 5/7/2018

Evidence of Completion

WICOR Strategy Walk forms will be collected and analyzed for patterns.

G3. During the 2017-18 school year, teachers will collaboratively plan for the instruction and assessment of the Florida/NGSSS Standards and incorporate student engagement tasks. 1

G098025

G3.B2 Understanding of the process of collaboration for lesson planning 2

B263589

G3.B2.S2 Maintain department data notebooks to include formative assessment results, deconstruction of standards, and test item specifications to guide continuous improvement of instructional strategies for student engagement. 4

S279161

Strategy Rationale

Teachers work together to monitor student learning using monthly common assessments based upon the lessons they have planned together.

Action Step 1 5

Teachers will use common assessments embedded in the district learning maps and keep the results and related analysis in a data notebook.

Person Responsible

Donna Nicolodi

Schedule

Monthly, from 8/14/2017 to 5/14/2018

Evidence of Completion

Data Notebook and SETS

Action Step 2 5

The Academic Leadership Team teacher will assist departments with maintaining ongoing common assessments of standards.

Person Responsible

Donna Nicolodi

Schedule

Monthly, from 8/14/2017 to 5/14/2018

Evidence of Completion

Department agendas and data notebook

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Administrators will conduct monthly data chats with teachers on common assessment results.

Person Responsible

Donna Nicolodi

Schedule

Monthly, from 8/7/2017 to 5/14/2018

Evidence of Completion

The data notebooks will be reviewed.

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Administrators will meet weekly with Academic Leadership Team teachers.

Person Responsible

Donna Nicolodi

Schedule

Weekly, from 8/7/2017 to 5/14/2018

Evidence of Completion

Minutes from meetings.

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Trend in the student data results from monthly common assessments of standards.

Person Responsible

MaryJo Costine















Schedule

Monthly, from 8/7/2017 to 5/14/2018

Evidence of Completion

Notebook data tables and graphs of student performance on monthly common assessment.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M406729	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.MA1  M406727	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.MA1  M406728	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.A1  A376127	[no content entered]		No Start Date		No End Date one-time
G2.B1.S1.A1  A376128	Teachers will be provided PD for Cornell Notes and WICOR Strategies.	Nicolodi, Donna	8/3/2017	Training materials and Agenda.	8/3/2017 one-time
G2.MA1  M406732	Formal assessments will be monitored for student achievement data.	Nicolodi, Donna	8/28/2017	Performance Matters will be used to analyze student scores.	5/7/2018 quarterly
G2.B1.S1.MA1  M406730	Classroom walk-throughs will be conducted following collaborative planning to monitor...	Costine, MaryJo	8/28/2017	WICOR Strategy Walk forms will be collected and analyzed for patterns.	5/7/2018 weekly
G2.B1.S1.MA1  M406731	Teachers will plan for strategies in collaborative planning meetings. Professional development will...	Nicolodi, Donna	8/21/2017	Teachers will complete S.E.T.S (student engagement tasks) and upload in shared folders.	5/7/2018 weekly
G3.MA1  M406740	Teacher weekly lesson plans (SETS) and teacher leaders reports at monthly meetings	Nicolodi, Donna	8/7/2017	Teacher leaders will share progress with administration and lesson plans (SETS) will reflect common instructional plans	5/14/2018 quarterly
G3.B2.S2.MA1  M406737	Trend in the student data results from monthly common assessments of standards.	Costine, MaryJo	8/7/2017	Notebook data tables and graphs of student performance on monthly common assessment.	5/14/2018 monthly
G3.B2.S2.MA1  M406738	Administrators will conduct monthly data chats with teachers on common assessment results.	Nicolodi, Donna	8/7/2017	The data notebooks will be reviewed.	5/14/2018 monthly
G3.B2.S2.MA3  M406739	Administrators will meet weekly with Academic Leadership Team teachers.	Nicolodi, Donna	8/7/2017	Minutes from meetings.	5/14/2018 weekly
G3.B2.S2.A1  A376131	Teachers will use common assessments embedded in the district learning maps and keep the results...	Nicolodi, Donna	8/14/2017	Data Notebook and SETS	5/14/2018 monthly
G3.B2.S2.A2  A376132	The Academic Leadership Team teacher will assist departments with maintaining ongoing common...	Nicolodi, Donna	8/14/2017	Department agendas and data notebook	5/14/2018 monthly

V. Professional Development Opportunities

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

G2. Increase the percentage of students reading and writing at or above grade level through standards based, focused, interaction with complex text.

G2.B1 Lack of practice using complex text in various courses.

G2.B1.S1 Increase the use of AVID/WICOR strategies school-wide, with emphasis on writing, inquiry, collaboration, organization, and reading.

PD Opportunity 1

Teachers will be provided PD for Cornell Notes and WICOR Strategies.

Facilitator

Melanie Nix, AVID site coordinator

Participants

Teachers, Coaches

Schedule

On 8/3/2017

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					\$0.00
2	G2.B1.S1.A1	Teachers will be provided PD for Cornell Notes and WICOR Strategies.				\$9,465.60
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	140-Substitute Teachers	1991 - Lake Region High School	Title, I Part A		\$9,465.60
			Notes: Substitute Teachers for Training Instructional Staff			
3	G3.B2.S2.A1	Teachers will use common assessments embedded in the district learning maps and keep the results and related analysis in a data notebook.				\$0.00
4	G3.B2.S2.A2	The Academic Leadership Team teacher will assist departments with maintaining ongoing common assessments of standards.				\$13,056.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	140-Substitute Teachers	1991 - Lake Region High School	Title, I Part A		\$544.00
			Notes: Achieve 3000 Professional Development for Intensive Reading Teachers to Increase Literacy Strategies			
	5100	140-Substitute Teachers	1991 - Lake Region High School	Title, I Part A		\$9,465.60
			Notes: Professional Development of Standards Based Instruction for all Content Areas			
	5100	140-Substitute Teachers	1991 - Lake Region High School	Title, I Part A		\$3,046.40
			Notes: Professional Development for ESOL in the Content Area			
Total:						\$22,521.60