Polk County Public Schools

Lakeland Senior High School

2017-18 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)	**2016-17 Title I School**	**2016-17 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	2016-17	2015-16	2014-15	2013-14
Grade	C	C	A*	B

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 Lakeland Senior 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 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 continue to advance their potential for great achievement by engaging globally.

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 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 school leadership team for input on our policy and any revisions, followed then, by the entire staff 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 employs an Academic Success Coach, whose goal is to assist students who

are struggling to stay on track for graduation. Mentoring support is provided by this position, as well as, tutoring after school. The success coach also targets at-risk seniors who are in danger of not graduating, and works one-on-one with the student and their teachers to help the student satisfy all graduation requirements by graduation.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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 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 presently as Unify Performance Matters is implemented in place of IDEAS throughout the year! 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, STAR, 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 FSA ELA 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

LHS also incorporates the use of Performance Matters, a web-based clearinghouse that all faculty and administrators can use to access prior assessment and early warning system data, as well as, create assessments to gauge academic growth in a semester or school year.

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	116	109	124	109	458
One or more suspensions	0	0	0	0	0	0	0	0	0	216	179	164	86	645
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	81	62	57	26	226
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	113	84	99	46	342

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
*each teacher Identifies their target group of students who have two or more early warning indicators using IDEAS and Performance Matters. Implement extended strategies throughout year with their target group.
*School staffs a Literacy Coach to supplement interventions used with struggling students and support reading teacher development
*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, and grade recovery.
*School staffs a Success (graduation) Coach for added support of our students who are behind schedule to graduate. She conducts after school tutoring on a weekly basis throughout the school year.
*ESOL ACT tutoring is offered support academic learning of ESOL students
* After school tutoring opportunities
*Literacy coach monitors academic progression of students who have made a level one on the FSA

ELA assessment. Conducts small group pull-out sessions to work on test taking skills and strategies
*Support teachers work with students who need added assistance with reading, math, and FSA test taking strategies within the regular education classroom.
*Grade recovery is offered through our instructional staff within every classroom at LHS.
*Credit recovery options are available during and after school on a "as needed" basis.

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?
No

1. PFEP 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

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
Woods, Lisa	Teacher, K-12
Ward, Daryl	Principal
McKown, Lori	Assistant Principal
Owens, Sheli	Teacher, K-12
Simmons, Dana	Assistant Principal
Marbra, Orienthial	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/ESE
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
Leslie Norman	Parent
Lori McKown	Education Support Employee
Kim Martinez	Parent
Dana Simmons	Education Support Employee
Robert Madden	Student
Monica Hallier	Parent
Cathy Canto	Business/Community
Stan Royal	Parent
Shawn Hohenthaner	Education Support Employee
Tejwattie Alie	Education Support Employee
Monique White	Teacher
Edynet Torres	Teacher
Cheryl Pierce	Teacher
Kristen Storms	Student
Orienthial Marbra	Education Support Employee

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, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC members are a diverse group of stakeholders, 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
	Assistant Principal
McKown, Lori	Assistant Principal
Guenther, Leigh	Assistant Principal
Maurer, Leila	Teacher, K-12
Owens, Sheli	Teacher, K-12

b. Duties

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

The principal and the English 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. Students are also being targeted for remediation based on FSA ELA scores. Our new Literacy coach is overseeing a tutoring program through the reading classes that address reading deficiencies among our level 1 and level 2 FSA students.

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 are given opportunities to participate in the development of the master schedule. The administration meets with each department to collaborate on changes and ideas for the upcoming school year. 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. One of our Assistant Principal's oversees our New Teacher Mentor Program. This group consists of any teachers new to LHS. They are given the opportunity to collaborate together and learn the culture of LHS. We hold trainings on Pinnacle, instructional strategies, classroom management, building relationships, etc. Our new teachers are well supported and LHS and, in turn, feel comfortable to grow professionally!

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. Administrators also implemented a schedule for non-evaluative 5 minute observations, where our admin team walks through all classrooms in a certain building to help teachers feel supported. Each administrator rotates bi-weekly throughout the school year.

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.. In the 17-18 school year, schools are transitioning over to a web-based tool called Performance Matters. This system is "live" with up to date data for teachers and administrators to accurately pinpoint scheduling for our students and achievement levels for student assessment data, as well as, early warning system data. Teachers will use available data from quarterly assessments to help shape instructional focus as well.

The Reading department is continuing the ACHIEVE Reading curriculum with all reading classes being single block this year. STAR progress monitoring will also be used in the reading classes.

There is a focus on small groups in every Reading classroom. Teachers are conducting differentiated classrooms and continue to grow in this area. Our literacy and Success Coach support all of our teachers with instructional strategies and work with students who fall behind in testing or with credits needed for graduation.

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, ESOL, and success coach tutoring, 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: Summer Program

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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.

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.
-Summer school offerings for credit recovery

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.
-College visits held on campus throughout the school year
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 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.

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: LHS will increase our graduation rate in the 17/18 school year 3% by providing a caring, supportive school climate with clear rules and expectations with a strong family and community involvement, leading our school to be engaged and our students to be motivated academically.

G2.   LHS will increase student learning gains within our lowest 25% population in Math and ELA state assessments by 10%

G3.   LHS will reduce the percentage of students identified as missing more than 10% of the school year in 2016/17 by 8% in school year 17/18 through implementing school wide incentives and strategies targeting this population of students.

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: LHS will increase our graduation rate in the 17/18 school year 3% by providing a caring, supportive school climate with clear rules and expectations with a strong family and community involvement, leading our school to be engaged and our students to be motivated academically.

1a

🔍 G098895

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	88.0

Targeted Barriers to Achieving the Goal 3

- Meeting state assessment graduation requirements

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parent/Teacher organization

- Success Coach

- Literacy Coach

- Incentive programs

- After school academic tutoring sessions

- Community Volunteers

Plan to Monitor Progress Toward G1. 8

Guidance Meetings

Person Responsible
Lori McKown

Schedule
Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion
discuss tracking of students at each grade level, grade reports, mentoring notes, EWS spreadsheets

G2. LHS will increase student learning gains within our lowest 25% population in Math and ELA state assessments by 10% `1a`

🔍 G098896

Targets Supported `1b`

Indicator	Annual Target
Math Lowest 25% Gains	10.0

Targeted Barriers to Achieving the Goal `3`

- Identifying students that fall into the lowest 25% is not always easy to accomplish

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

- Data Chats with students in all content area courses

- Literacy coach to conduct small group learning sessions with students

- Success coach holding tutoring sessions and meetings with individual students

- ESE support teachers facilitating learning groups within inclusion classrooms

Plan to Monitor Progress Toward G2. `8`

Coaches Support meetings

Person Responsible
Dana Simmons

Schedule
Monthly, from 9/25/2017 to 5/25/2018

Evidence of Completion
Meeting agendas, meeting notes, face-to-face meetings with literacy and success coaches. lesson plans, tutoring sign-in sheets, target spreadsheets

Plan to Monitor Progress Toward G2. `8`

Committee Team Meetings

Person Responsible
Art Martinez

Schedule
Monthly, from 9/25/2017 to 5/25/2018

Evidence of Completion
Meeting agendas, meeting minutes, incentive calendar, target spreadsheets, emails

G3. LHS will reduce the percentage of students identified as missing more than 10% of the school year in 2016/17 by 8% in school year 17/18 through implementing school wide incentives and strategies targeting this population of students. `1a`

🔑 G098897

Targets Supported `1b`

Indicator	Annual Target
Attendance Below 90%	8.0

Targeted Barriers to Achieving the Goal `3`

- Too many environmental obstacles that prevent students from coming to school and which the school does not have the resources to prevent

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

- -Attendance reports

- -Pinnacle grade reports

- -IDEAS data

- -Early Warning System (EWS) reports through unify

- -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 9/25/2017 to 5/25/2018

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

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: LHS will increase our graduation rate in the 17/18 school year 3% by providing a caring, supportive school climate with clear rules and expectations with a strong family and community involvement, leading our school to be engaged and our students to be motivated academically. `1`

🔑 G098895

G1.B3 Meeting state assessment graduation requirements `2`

🔑 B266225

G1.B3.S1 After school tutoring for seniors `4`

🔑 S282158

Strategy Rationale

Seniors need support with testing strategies in a one on one environment to increase their success on state assessments or concordant test options

Action Step 1 `5`

Identify struggling seniors who need additional support to meet grad requirements

Person Responsible

Art Martinez

Schedule

Biweekly, from 10/16/2017 to 5/25/2018

Evidence of Completion

tutoring sign in sheets, faculty email, counselor meeting notes, grade reports

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

weekly meetings with seniors

Person Responsible

Art Martinez

Schedule

Weekly, from 10/16/2017 to 5/25/2018

Evidence of Completion

credit recovery reports, emails, tutoring sign in sheets, phone logs

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

Access senior grade reports

Person Responsible

Lori McKown

Schedule

Biweekly, from 10/16/2017 to 5/25/2018

Evidence of Completion

Pinnacle grade reports, teacher emails, phone logs, credit recovery grade reports, assessment data

G2. LHS will increase student learning gains within our lowest 25% population in Math and ELA state assessments by 10% [1]

🔑 G098896

G2.B1 Identifying students that fall into the lowest 25% is not always easy to accomplish [2]

🔑 B266226

G2.B1.S1 Teachers will be trained on how to use Performance Matters and begin pulling their data to target students and instructional strategies to use in class. [4]

🔑 S282159

Strategy Rationale

Having an avenue to access student data that is quick an easy will serve more effective in reaching student learning deficits.

Action Step 1 [5]

Professional Development on applying student data to improve instruction

Person Responsible

Dana Simmons

Schedule

Quarterly, from 9/13/2017 to 5/25/2018

Evidence of Completion

meeting agendas, meeting sign-in sheets, email calendar notifications, documented data chats, student data spreadsheets

Action Step 2 [5]

Data Chats

Person Responsible

Lori McKown

Schedule

Monthly, from 9/13/2017 to 5/25/2018

Evidence of Completion

Teacher created notebooks with student assessment data, student communication logs, parent contact logs

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

Department Meetings

Person Responsible

Lori McKown

Schedule

Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion

sign-in sheets, meeting agenda, meeting notes, Data chat binder checks

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

Lesson Plan Checks

Person Responsible

Leigh Guenther

Schedule

Every 2 Months, from 9/25/2017 to 5/25/2018

Evidence of Completion

Lesson plan will include student data and differentiated groups for target remediation

G3. LHS will reduce the percentage of students identified as missing more than 10% of the school year in 2016/17 by 8% in school year 17/18 through implementing school wide incentives and strategies targeting this population of students. 1

🔑 G098897

G3.B2 Too many environmental obstacles that prevent students from coming to school and which the school does not have the resources to prevent 2

🔑 B266229

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

🔑 S282161

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 (target) students as identified in Performance Matters and work with administration to create incentives for student success (consecutive days of attendance, academic achievements, positive behavior).

Person Responsible

Leigh Guenther

Schedule

Monthly, from 9/5/2016 to 5/25/2018

Evidence of Completion

Teacher documentation, spreadsheets, community letters,emails, performance matters data

Action Step 2 5

Administration will recognize students for academic successes

Person Responsible

Lori McKown

Schedule

Quarterly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Report cards, A/B Honor Roll, attendance

Action Step 3 `5`

LHS will form Committees for attendance, testing, and discipline

Person Responsible

Art Martinez

Schedule

Monthly, from 9/25/2017 to 5/25/2018

Evidence of Completion

meeting agendas, sign-in sheets, meeting minutes, emails, meeting goals, student incentives

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 10/2/2017 to 5/25/2018

Evidence of Completion

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

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

submission of individual target student spreadsheets

Person Responsible

Dana Simmons

Schedule

Quarterly, from 10/2/2017 to 5/25/2018

Evidence of Completion

teachers will manage a spreadsheet of their target students with indicators such as attendance, test scores, etc. Spreadsheet will be monitored by administration

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

Attendance committee meetings

Person Responsible

Dana Simmons

Schedule

Monthly, from 9/25/2017 to 5/25/2018

Evidence of Completion

Attendance records, pinnacle records, teacher emails, attendance incentives, meeting minutes

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 M413191	Guidance Meetings	McKown, Lori	8/14/2017	discuss tracking of students at each grade level, grade reports, mentoring notes, EWS spreadsheets	5/25/2018 weekly
G2.MA1 M413194	Coaches Support meetings	Simmons, Dana	9/25/2017	Meeting agendas, meeting notes, face-to-face meetings with literacy and success coaches. lesson plans, tutoring sign-in sheets, target spreadsheets	5/25/2018 monthly
G2.MA1 M413195	Committee Team Meetings	Martinez, Art	9/25/2017	Meeting agendas, meeting minutes, incentive calendar, target spreadsheets, emails	5/25/2018 monthly
G3.MA1 M413201	Analyze attendance, behavior and academic achievement records as compared to student recognitions.	Martinez, Art	9/25/2017	Attendance, behavior and academic records of at risk students, committee meeting minutes	5/25/2018 monthly
G1.B3.S1.MA1 M413189	Access senior grade reports	McKown, Lori	10/16/2017	Pinnacle grade reports, teacher emails, phone logs, credit recovery grade reports, assessment data	5/25/2018 biweekly
G1.B3.S1.MA1 M413190	weekly meetings with seniors	Martinez, Art	10/16/2017	credit recovery reports, emails, tutoring sign in sheets, phone logs	5/25/2018 weekly
G1.B3.S1.A1 A380751	Identify struggling seniors who need additional support to meet grad requirements	Martinez, Art	10/16/2017	tutoring sign in sheets, faculty email, counselor meeting notes, grade reports	5/25/2018 biweekly
G2.B1.S1.MA1 M413192	Lesson Plan Checks	Guenther, Leigh	9/25/2017	Lesson plan will include student data and differentiated groups for target remediation	5/25/2018 every-2-months
G2.B1.S1.MA1 M413193	Department Meetings	McKown, Lori	9/4/2017	sign-in sheets, meeting agenda, meeting notes, Data chat binder checks	5/25/2018 monthly
G2.B1.S1.A1 A380752	Professional Development on applying student data to improve instruction	Simmons, Dana	9/13/2017	meeting agendas, meeting sign-in sheets, email calendar notifications, documented data chats, student data spreadsheets	5/25/2018 quarterly
G2.B1.S1.A2 A380753	Data Chats	McKown, Lori	9/13/2017	Teacher created notebooks with student assessment data, student communication logs, parent contact logs	5/25/2018 monthly
G3.B2.S1.MA1 M413198	Attendance committee meetings	Simmons, Dana	9/25/2017	Attendance records, pinnacle records, teacher emails, attendance incentives, meeting minutes	5/25/2018 monthly
G3.B2.S1.MA1 M413199	Record of email notifications to administration and record of rewards/ recognitions given to...	McKown, Lori	10/2/2017	Emails and documentation of awards/ recognitions and meeting notes from incentive team meetings	5/25/2018 quarterly
G3.B2.S1.MA3 M413200	submission of individual target student spreadsheets	Simmons, Dana	10/2/2017	teachers will manage a spreadsheet of their target students with indicators such as attendance, test scores, etc. Spreadsheet will be monitored by administration	5/25/2018 quarterly
G3.B2.S1.A1 A380755	Teachers will monitor at risk (target) students as identified in Performance Matters and work with...	Guenther, Leigh	9/5/2016	Teacher documentation, spreadsheets, community letters,emails, performance matters data	5/25/2018 monthly
G3.B2.S1.A2 A380756	Administration will recognize students for academic successes	McKown, Lori	10/2/2017	Report cards, A/B Honor Roll, attendance	5/25/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S1.A3 A380757	LHS will form Committees for attendance, testing, and discipline	Martinez, Art	9/25/2017	meeting agendas, sign-in sheets, meeting minutes, emails, meeting goals, student incentives	5/25/2018 monthly

V. Professional Development Opportunities

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

G2. LHS will increase student learning gains within our lowest 25% population in Math and ELA state assessments by 10%

G2.B1 Identifying students that fall into the lowest 25% is not always easy to accomplish

G2.B1.S1 Teachers will be trained on how to use Performance Matters and begin pulling their data to target students and instructional strategies to use in class.

PD Opportunity 1

Professional Development on applying student data to improve instruction

Facilitator

Dana Simmons, Amanda Cantrell, Jaime Burris

Participants

All faculty

Schedule

Quarterly, from 9/13/2017 to 5/25/2018

G3. LHS will reduce the percentage of students identified as missing more than 10% of the school year in 2016/17 by 8% in school year 17/18 through implementing school wide incentives and strategies targeting this population of students.

G3.B2 Too many environmental obstacles that prevent students from coming to school and which the school does not have the resources to prevent

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

PD Opportunity 1

Teachers will monitor at risk (target) students as identified in Performance Matters and work with administration to create incentives for student success (consecutive days of attendance, academic achievements, positive behavior).

Facilitator

Dana Simmons, Bruce Gaynair, Amanda Cantrell

Participants

Faculty

Schedule

Monthly, from 9/5/2016 to 5/25/2018

	VII. Budget		
1	G1.B3.S1.A1	**Identify struggling seniors who need additional support to meet grad requirements**	**$0.00**
2	G2.B1.S1.A1	**Professional Development on applying student data to improve instruction**	**$0.00**
3	G2.B1.S1.A2	**Data Chats**	**$0.00**
4	G3.B2.S1.A1	**Teachers will monitor at risk (target) students as identified in Performance Matters and work with administration to create incentives for student success (consecutive days of attendance, academic achievements, positive behavior).**	**$0.00**

Function	Object	Budget Focus	Funding Source	FTE	2017-18
		District-Wide			$0.00

5	G3.B2.S1.A2	**Administration will recognize students for academic successes**	**$0.00**
6	G3.B2.S1.A3	**LHS will form Committees for attendance, testing, and discipline**	**$0.00**
		Total:	**$0.00**