Lake Gibson Senior High School

2017-18 Schoolwide Improvement Plan

Lake Gibson Senior High School

7007 SOCRUM LOOP RD N, Lakeland, FL 33809

www.lgbraves.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 PK, 9-12	Yes	61%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in 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 Gibson 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 Lake Gibson High School is to prepare students to make informed life decisions, and to challenge them to achieve their full potential. LGHS is focused on becoming a tight knit community, centered on maximizing student achievement. The faculty understands that students assimilate information differently, and is committed to engaging the student body in differentiated learning which addresses our students' diverse needs.

b. Provide the school's vision statement.

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

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

2. School Environment

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

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

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

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

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

Having students feel safe at school is a priority for Lake Gibson High School. Every visitor is expected to check-in through the main office and be provided with a visitor's pass/identification. Every staff member and student is required to wear a school issued identification badge at all times to ensure school safety. Our campus is under surveillance 24 hours a day, 7 days a week, under 35 different

locations. We also have drills that are implemented such as fire drills, lock down drills, bomb threat, tornado drill, and random security checks by undercover law enforcement. In addition, LGHS has a Disaster Preparedness Plan in place if and when it needs to be implemented.

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

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.

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

1. Every teacher is responsible for the discipline of the school and is expected to
know and enforce the Code of Conduct for Students and the rules of Lake Gibson High School.

2. Teachers must set examples in matters of pride, work ethic, commitment, innovation, academic excellence, responsibility, dependability, character/integrity, respect, professional attire, communication, compassion, and consistency: the core values embraced by the staff and students at Lake Gibson High School.

3. Good manners must be a part of instruction.

4. Teachers are on duty from 6:30 a.m. to 2:30 p.m.

Between Classes Supervision

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

Classroom Management

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

School-wide Discipline

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

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

Individual Counseling

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

Group Counseling

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

College Counseling

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

College representatives are available to present information on their respective colleges.

Financial Aid Night

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

Early Financial Aid Planning Presentation

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

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

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

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

The Early warning system indicators is reported twice per month and the following information is included: (students are sorted by grade level)
* chronic absenteeism rate 10% or higher
* credits earned are less than required for student progress
* GPA below 2.0
*Number of failures in all courses greater than 2 (semester grades)
*Number of failures in core courses greater than 1 in GP 3.
*Over-age 2 or more years for the grade level
* Total number of In-School Suspension (ISS)/ Out-of-School Suspension (OSS) days is greater than 3

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	133	138	140	10	421
One or more suspensions	0	0	0	0	0	0	0	0	0	64	43	30	2	139
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	37	112	141	46	336
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	202	195	238	121	756

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	37	14	2	7	60

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

Leadership team engages in a thorough instructional review process to identify school-wide and content-specific barriers to student achievement,
All school teams (e.g., Literacy Team, Discipline Team) align with school goals

Professional development plans and professional community processes focus on building the school's capacity to meet the school's goals.

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

Include classes which provide instruction in organization, study skills, note-taking, problem solving, and communication in the school's master schedule

Intensify instruction by providing additional time and personnel or smaller class sizes for classes which typically result in high rates of courses failures.

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

Intervention teachers plan with core content teachers and align intervention strategies for students who are identified in the early warning system.

School leadership team members monitors, mentors students identified in the early warning system.

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 accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/509615.

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Lake Gibson High School ensures that families and school community members are involved in the development of Lake Gibson High School's Family and Community Involvement Plan.
The School Advisory Committee is composed of the principal, assistant principal, teachers, students, parents and business and community people of diverse ethnic backgrounds to help:
• formulate and gather information for our School Advisory Committee (SAC).
• The School Advisory Committee will review the school improvement plan and make recommendations for
changes and revisions.
• The emphasis of the family and community plan will focus on student learning.
• Barriers will be identified that could prevent any group from participating in school activities.

• The school and system will review, revise, and approve the Involvement Plan six times a year.

Lake Gibson High School builds relationships with local community and business leaders by hosting numerous community events, including:

* Rise of the Great Pumpkin - a community Halloween Festival
* Drive 4 UR School - Local Ford Dealership hosts a community event to raise money for schools who participate in test driving Ford Vehicles.
* Annual Athletic Booster Club/Golf Tournament
* Annual Athletic Booster Club/Barbecue and Meet the Coaches Night
* Annual Agricultural Department Barbecue and Auction
* The Theater Department performs twice per year - Fall and Spring
* School Advisory Committee meetings
* Academy Advisory Board Meetings
* Internships

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
Wiggs, Ricky	Assistant Principal
Deshazor, Elizabeth	Assistant Principal
Donahay, Debbie	Assistant Principal
Vann, Ryan	Principal
Campbell, John	Dean
Diaz, Matthew	Dean
Whitaker, Sarah	Instructional Coach

b. Duties

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

Ryan Vann (Principal)
English Department
Counselor: Mrs. Sherred (R-Z grades 10th-12th)
Oversees all Administrative Responsibilities
Budget
Payroll
Personnel
Public Relations
Monitoring of Collaborative Planning/ Learning Maps, Lesson Plans, and Assessments
Teacher Observations/Evaluations

Elizabeth Deshazor (Assistant Principal)
Reading Department
Counselor: Mrs. Anspaugh (F-L 11th-12th)

Academic Leadership Team
Formative Assessments
Data Notebook
At-Risk Students: Working with Counselors on implementing a plan
Curriculum
Master Scheduling
Guidance Services
Testing

Debbie Donahay (Assistant Principal)
Science Department
Counselor: Mrs. Greer (A-E 11th-12th)
Administrative Distributive Leadership Team
Facility Management
Discipline
Custodial Staff
Standards Based Bulletin Boards
Teacher Observations/Evaluations

Ricky Wiggs (Assistant Principal)
Math Department
Counselor: Mrs. Jones (M-Q grades 10th-12th and L-Q 9th Grade)
Advance Ed Process/Report (Accreditation)
Authentic Literacy
Attendance
Curriculum Research
Lesson Plan monitoring
Professional Learning Communities (PLC)/Professional Development (PD)
New Teachers
At-Risk Students - Step Up Academy
Teacher Observations/Evaluations

Elizabeth DeShazor (Assistant Principal)
Social Studies Department
Counselor: Mrs. Williams (9th Grade A-K and R-Z)
9th Grade Academy
Bus Evacuations
School Improvement Plan
Collaborative Planning
Oversee In-School Suspension (ISS)/Learning Center
Overseeing Safety Nets
Teacher Observations/Evaluations
Work Detail
Student/Teacher Handbooks
Positive Behavior Support (PBS)
DJJ and Detention Re-entry Hearings

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

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.

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

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
David Ulch	Teacher
Tracey Gray	Business/Community
Judy Rundle	Education Support Employee
Elizabeth Deshazor	Education Support Employee
Deliah Thiel	Parent
Alicia Cunningham	Parent
Myrna Whorton	Parent
Bonnie Evans	Parent
Kevin Ounan	Education Support Employee
Jessica Peete	Student
Keith Williams	Student
Peyton Marsh	Student
Audri Fields	Student
Matt Diaz	Education Support Employee
Ricky Wiggs	Education Support Employee
Ryan Vann	Education Support Employee
Debbie Donahay	Education Support Employee
Adrien Deshazor	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, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Council (SAC) is a team of people representing various segments of the community: parents, teachers, students, administrators, support staff, business/ industry people and other interested community members. The purpose of a SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan and to assist the principal with the annual school budget. The SAC committee meets monthly or at least 4 times a

year. Upon completion, the SIP is presented and discussed at length with members. Feedback is ultimately given and revisions are usually made to reflect the feedback of the committee members.

b. Development of this school improvement plan

The SAC commitees feedback is assessed and then used to make revisions in the current year's School Improvement Plan.

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

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

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

See budget.

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
Wiggs, Ricky	Assistant Principal
Vann, Ryan	Assistant Principal
Deshazor, Elizabeth	Assistant Principal
Campbell, John	Dean
Ounan, Kevin	Dean
Diaz, Matthew	Dean

b. Duties

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

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

D. Public and Collaborative Teaching

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

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

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

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

Principal meets with all instructional staff regularly to provide mentoring opportunities and check points, as well as useful resources and strategies to develop and retain effective teachers. The mentoring programs partner new teachers and teachers new to Lake Gibson High School with effective veteran teachers.
Resources and instructional support teachers assist and provide side-by-side coaching for teachers on instructional strategies. Professional Learning Communities (PLC's) and Professional Development are incorporated throughout the school year to ensure a safety net for new teachers at Lake Gibson High.

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

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

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.

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

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.

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

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

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

Within English classes, students take the STAR progress monitoring assessment 3 times per year; resulting data assists teachers with differentiated instruction.

Reading teachers use the Achieve 3000 program to monitor lexile levels and differentiate instruction based on reading gains.

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

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

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:

After school tutoring 5 days a week in the areas of Algebra I, Algebra II, Geometry, Biology, American History, and English Language Arts/Reading. Professional Learning Communities (PLC's) will consist of 45 minutes per week on designated Monday's and 45 minutes per week on Common Planning on Tuesday's. The PLC's and Common Planning is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in lesson quality, instructional effectiveness, and student achievement.

Strategy Rationale

The rationale is based on
o ELA: 39% proficient
o Math: Algebra 1, Geo, Algebra 2 - 22% proficient
o Science "Biology" – 48% proficient
o Social Studies "American History" – 48% proficient

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Vann, Ryan, ryan.vann@polk-fl.net
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Assessment data will be collected and compared to 2016 scores to determine the 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, §
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.

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

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.

Annually the school will hold elective fairs with present and incoming students. Based on interest, the administration team will establish Course Selection Sheets and courses that will be offered to best meet student needs. The Guidance Department, ESE Specialist, Department Heads, lead teachers and APC's will then
articulate with feeder schools and assist students in signing up for courses and programs based on their Automatic Course Requests forms and based on student's interests. School Counselors will visit classes to
review the curriculum guide and course descriptions. They will distribute Course Selection Sheets and provide information about selecting courses for the following school year. These Course Selection Sheets are then sent home for parent review and signature.

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

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

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

The Lake Gibson High School Biotech Academy offers the following:
**Industrial Biotechnology Academy offers a Certification as an Assistant Bio-technician.

The Lake Gibson Finance and Business Academies offer Industry Certifications in the following:
** Adobe Photoshop
** Adobe InDesign
** Adobe Illustrator
** Adobe Dreamweaver
** MOS (Microsoft Office Specialist)—students must earn at least 3 of the following:
Microsoft Word
Microsoft PowerPoint
Microsoft Outlook
Microsoft Excel

The Academy of Future Educators offers the following industry certifications:
1. Students enrolled in Early Childhood Education earn 6 Florida Department of Children & Families certifications, which will allow them to work as a teacher in a preschool. Those certifications are:
** Child Abuse & Neglect
** Child Growth & Development
** Behavioral Observation & Screening
** Health Safety & Nutrition
** Rules & Regulations
** Preschool Appropriate Practices
2. Students enrolled in Teacher Assisting (which will soon be called Teaching As a Profession). Students will have an opportunity (but are not required) to take the Florida Department of Education Paraprofessional Exam. This exam allows them to work as a para in an elementary, middle or high school setting upon high school graduation and passing the exam. Students in the program have experience in an educational setting and can use that experience to enroll in an Education program at a college or university level.

The Lake Gibson Health Academy offers the following:
**Allied Health Assisting
**Inpatient Care and Therapy
**Medical Office Assisting and Phlebotomy
**Electrocardiograph Aide
**Home Health Aide

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

Our core course teachers will be paired with the specific academies to create true academies within Lake Gibson senior High School. Each academy will incorporate a Science, Math, Social studies, Reading and English teacher into their academy.

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.

Our counselors utilize a number of resources to align our efforts with our feeder elementary and high schools. Administration works with pertinent personnel to ensure rigorous curriculum with diverse options that are available to our student body. We also offer honors and advanced placement courses to challenge our highest performing students.
• College Night – The district offers four college nights throughout the county for students to speak directly with over 100 college and university representatives.
• All targeted juniors take the PERT. Based on the results, students are placed in college readiness coursework to prepare them for college entrance and college level coursework.
• Financial Aid Night- The district offers eight financial aid nights for students and parents to understand the financial aid process, Bright Futures and state/local scholarship process.
• Senior Night - All seniors and their parents are encouraged to attend senior night. Student receive the senior handbook and counselors share valuable information about the senior year. This includes post-secondary information, a timeline of what seniors should be doing during the course of the year, SAT/ACT test dates, etc...
• College Visits - Various college representatives visit school sites to share information about their specific colleges or universities with students.
• Using SAI funds, Saturday SAT and ACT prep classes are offered. Information regarding SAT and ACT prep classes and testing dates will be provided to students and parents.
Additionally LGHS is implementing the AVID (Advancement Via Individual Determination) program for postsecondary preparation in the 2017-2018 school year.

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.

Trend data reveals that Lake Gibson High School is earning the majority of school grading formula points possible in the categories of graduation rates and ACCEL achievement. However, the school is consistently low-scoring in the achievement levels of ELA and Math, leading to low earnings of percent of points possible in those areas.

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.

Based on student achievement data collected in the 2015-2017 school year, the Lake Gibson High School improvement goals are rooted in a desire to see an increase in state-tested proficiency levels to meet graduation requirements. As of 8/28/17, 923 of 1825 (50.6%) current LG students did not achieve a level of proficiency on the FSA ELA during the 2016-2017 school year, and 376 of 526 (71.5%) current LG students did not achieve a level of proficiency on the Algebra 1 EOC during the 2016-2017 school year. Additionally, in 2017, the percent of total points earned in the school grading formula at Lake Gibson High School was 44. This is 12 percentage points below the state average of 56 for 2017. The intent of the Lake Gibson High School goals for improvement is to increase success rates and proficiency levels of all of our students, leading to an increase in the percent of possible points earned in the school grading formula.

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. Teachers and administrators will contribute to weekly collaborative standards-based planning, in order to develop and deliver more rigorous instruction across content areas. Administrators and school-based coaches will support a coaching cycle and provide professional development opportunities, while teachers embed critical literacy skills and AVID engagement strategies into their instruction to increase the number of students meeting a satisfactory standard in state tested proficiency by 5%.

G2. The Academic Leadership Team, SAC committee, school-based coaches, deans and administrators will facilitate the cultivation of a school wide AVID college and career culture, incorporation of safety nets for all students, and the increasing of communication from the school to improve partnerships with parents and the community in order to increase the graduation rate by 3%.

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. Teachers and administrators will contribute to weekly collaborative standards-based planning, in order to develop and deliver more rigorous instruction across content areas. Administrators and school-based coaches will support a coaching cycle and provide professional development opportunities, while teachers embed critical literacy skills and AVID engagement strategies into their instruction to increase the number of students meeting a satisfactory standard in state tested proficiency by 5%. 1a

🔑 G098948

Targets Supported 1b

Indicator	Annual Target
Effective+ Administrators	36.0

Targeted Barriers to Achieving the Goal 3

- Time Management
- Documentation of collaborative planning
- Establish feedback structure and instructional support
- Teacher knowledge of the standards
- Identifying Exemplary work
- Meaningful Professional Development

Resources Available to Help Reduce or Eliminate the Barriers 2

- Documentation of Observations including Journey and school based observation forms.
- Learning Maps
- Academic Leadership Team
- Student Data
- Teacher made Assessment
- Unify, and other Polk Apps Resources
- School-based literacy coach

Plan to Monitor Progress Toward G1. 8

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

Person Responsible
Ryan Vann

Schedule
Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion
Data notebooks, data chats, and common planning meeting documentation.

G2. The Academic Leadership Team, SAC committee, school-based coaches, deans and administrators will facilitate the cultivation of a school wide AVID college and career culture, incorporation of safety nets for all students, and the increasing of communication from the school to improve partnerships with parents and the community in order to increase the graduation rate by 3%. 1a

🔍 G098949

Targets Supported 1b

Indicator	Annual Target
	3.0

Targeted Barriers to Achieving the Goal 3

- Identifying at risk students

- Increase the graduation rate of those with special needs

- Lack of student engagement

- Not enough communication with parents, students and community stakeholders

- Lack of emphasis on post-secondary options for future success

- Remediation for students

Resources Available to Help Reduce or Eliminate the Barriers 2

- Early Warning List

- Constant communication with teachers and parents

- After school tutoring

- Encourage alternate tests and routes

- PBS systems in place

- Data and Documentation

- Professional Development Department

- Academic Leadership Team, Faculty and Facilitators (Department Heads)

- AVID site team

- Social Media

Plan to Monitor Progress Toward G2. 8

Graduation roster will be compared to the list of 12th graders that started the school year

Person Responsible
Matthew Diaz

Schedule
On 5/31/2018

Evidence of Completion
reduction of students that started the year and did not graduate as compared to previous years

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. Teachers and administrators will contribute to weekly collaborative standards-based planning, in order to develop and deliver more rigorous instruction across content areas. Administrators and school-based coaches will support a coaching cycle and provide professional development opportunities, while teachers embed critical literacy skills and AVID engagement strategies into their instruction to increase the number of students meeting a satisfactory standard in state tested proficiency by 5%. 1

🔑 G098948

G1.B1 Time Management 2

🔑 B266401

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

🔑 S282296

Strategy Rationale

Keeping a running record for fidelity purposes.

Action Step 1 5

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

Person Responsible

Elizabeth Deshazor

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Running Record of Common Planning meetings and Common Planning minutes.

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

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

Person Responsible

Ryan Vann

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Agenda Meetings and sign-in sheets.

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

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

Person Responsible

Ryan Vann

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Agenda Meetings and sign-in sheets.

G1.B2 Documentation of collaborative planning [2]

🔑 B266402

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

🔑 S282297

Strategy Rationale

Keep a record for the Administrative Leadership Team.

Action Step 1 [5]

Monitor collaborative planning through pre-planning, common planning, lesson delivery and post planning in designated areas around campus. The meetings will be held in the media center.

Person Responsible

Elizabeth Deshazor

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B2.S1 [6]

Monitor collaborative planning through pre-planning, common planning, lesson delivery and post planning in designated areas around campus. The meetings will be held in the media center.

Person Responsible

Elizabeth Deshazor

Schedule

Weekly, from 9/5/2017 to 6/1/2018

Evidence of Completion

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

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

Monitor collaborative planning through pre-planning, common planning, lesson delivery and post planning in designated areas around campus. The meetings will be held in the media center

> **Person Responsible**
>
> Elizabeth Deshazor
>
> **Schedule**
>
> Weekly, from 9/6/2017 to 2/1/2018
>
> ***Evidence of Completion***
>
> Weekly meetings, common planning sheets that includes an agendas, reading and writing strategies incorporated across content areas.

G1.B3 Establish feedback structure and instructional support `2`

🔑 B266403

G1.B3.S1 The Administrative team will follow the monitoring cycle (observe instruction, provide feedback/support, and documentation). `4`

🔑 S282298

> **Strategy Rationale**
>
> Increase communication and promote a culture of continuous improvement

Action Step 1 `5`

Walktroughs

> **Person Responsible**
>
> Elizabeth Deshazor
>
> **Schedule**
>
> On 5/31/2018
>
> ***Evidence of Completion***
>
> Checklist and walk through feedback

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

Walk through schedule and weekly meetings

Person Responsible

Ryan Vann

Schedule

Weekly, from 8/31/2017 to 5/25/2018

Evidence of Completion

weekly informational meetings on identifying problems of need as well as highlighting strengths.

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

Monthly meetings to discuss walkthroughs with teachers

Person Responsible

Ryan Vann

Schedule

On 5/25/2018

Evidence of Completion

Walk through checklists

G1.B3.S2 The Administrative team will provide instructional support in the form of training and materials as available. 4

S282299

Strategy Rationale

Increase in instructional support training and items in classrooms will have a direct impact on student achievement and teacher efficacy.

Action Step 1 5

Administration will assess training and material needs by department using current data and observation.

Person Responsible

Ryan Vann

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Walk-throughs, collaborative planning, coaching

Person Responsible

Elizabeth Deshazor

Schedule

Monthly, from 9/6/2017 to 6/1/2018

Evidence of Completion

Sign-in sheets, coaching logs

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

walkthroughs

Person Responsible

Ryan Vann

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

A schedule of walkthroughs will be created and followed by the admin team

G1.B4 Teacher knowledge of the standards 2

🔑 B266404

G1.B4.S1 Unpack standards prior to meeting with teachers. Providing professional development on unpacking the standard. 4

🔑 S282300

Strategy Rationale

Understanding the full intent of the standards prior to collaborative planning will enhance effectiveness of planning sessions.

Action Step 1 5

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

Person Responsible

Ryan Vann

Schedule

On 6/9/2018

Evidence of Completion

Collaborative planning forms, observations, student data

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

The Academic Leadership team will be participants in collaboration meetings.

> **Person Responsible**
>
> Ryan Vann
>
> **Schedule**
>
> On 6/9/2018
>
> ***Evidence of Completion***
>
> Work samples, lesson plans and observations

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Administrators will monitor collaborative planning to support and ensure teacher preparedness.

> **Person Responsible**
>
> Ryan Vann
>
> **Schedule**
>
> Weekly, from 9/6/2017 to 5/25/2018
>
> ***Evidence of Completion***
>
> lesson plans; collaborative planning worksheets

G1.B5 Identifying Exemplary work 2

🔑 B266405

G1.B5.S1 Common core resources will provide exemplary student work: CPALMS, PARCC, fldoe.org, and teacher knowledge. 4

🔑 S282301

Strategy Rationale

The teacher will know what exemplary evidence of learning looks like before unpacking the standard. An example of the student work is provided before the meeting.

Action Step 1 5

The administration team will conduct walk-throughs while performing this task exemplary work is required to be posted

Person Responsible

Elizabeth Deshazor

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

A walk-through checklist must be completed upon each walk-through and discussed with the Teacher in a timely manner

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Administrators will ensure professional discussion of exemplar work takes place during planning.

Person Responsible

Ryan Vann

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Teacher posting of exemplary work and recording of discussion at meetings.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Student progress monitoring data

Person Responsible

Ryan Vann

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Student progress monitoring data

G1.B6 Meaningful Professional Development 2

🔑 B266406

G1.B6.S1 Staff capacity building activities 4

🔑 S282302

Strategy Rationale

To provide meaningful and purposeful professional development to teachers.

Action Step 1 5

Facilitate professional learning of relevant data analysis and effective instructional strategies during scheduled planning period PD, early release PD days, scheduled staff development days, data day, and additional days if desired by individual teachers; and on programs such as AVID, Achieve 3000 and STAR.

Person Responsible

Sarah Whitaker

Schedule

Biweekly, from 8/3/2017 to 5/24/2018

Evidence of Completion

Professional learning materials used for presentation and facilitation; teacher lessons and examples of student work

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Administrators will attend PLCs, monitor sign in sheets for biweekly PLCs and participate in other professional development as appropriate.

Person Responsible

Sarah Whitaker

Schedule

Biweekly, from 8/31/2017 to 5/25/2018

Evidence of Completion

student work samples, lesson plans, evidence of implementation during walkthroughs

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

frequent needs assessment of staff will take place; end of year survey of effectiveness will guide future planning

Person Responsible

Sarah Whitaker

Schedule

Semiannually, from 8/31/2017 to 5/25/2018

Evidence of Completion

needs assessment from observation data; survey results

G1.B6.S2 Facilitate PLC's to encourage instruction using WICOR strategies 4

🔑 S282303

Strategy Rationale

Increase rigor across content areas.

Action Step 1 5

Facilitate professional learning of AVID WICOR strategies.

Person Responsible

Sarah Whitaker

Schedule

Quarterly, from 8/3/2017 to 5/24/2018

Evidence of Completion

Teacher lessons and student work samples

Plan to Monitor Fidelity of Implementation of G1.B6.S2 6

Advance planning of PLCs that target teacher needs. Follow up activities will be meaningful.

Person Responsible

Sarah Whitaker

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

needs assessments survey results; observation data

Plan to Monitor Effectiveness of Implementation of G1.B6.S2 `7`

administrators will conduct observations to assess effectiveness of professional development

Person Responsible

Ryan Vann

Schedule

Monthly, from 8/31/2017 to 5/25/2018

Evidence of Completion

observational data based on evaluation rubric

G2. The Academic Leadership Team, SAC committee, school-based coaches, deans and administrators will facilitate the cultivation of a school wide AVID college and career culture, incorporation of safety nets for all students, and the increasing of communication from the school to improve partnerships with parents and the community in order to increase the graduation rate by 3%. `1`

🔑 G098949

G2.B1 Identifying at risk students `2`

🔑 B266408

G2.B1.S1 Use the Early Warning list and as an administrative team and teaching staff speak with each student. `4`

🔑 S282304

Strategy Rationale

The more buy in the students have with the school the more likely they are to complete their goals

Action Step 1 `5`

Each semester the administrative team will meet with their assigned portion of the early warning list

Person Responsible

Matthew Diaz

Schedule

Semiannually, from 9/20/2017 to 5/31/2018

Evidence of Completion

We will keep meeting logs and discuss successful practices during admin meetings

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

Meeting logs will be turned in at semester break

Person Responsible

Matthew Diaz

Schedule

Semiannually, from 9/19/2017 to 5/31/2018

Evidence of Completion

The number of students on the Early Warning List we have graduate.

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

Meet to discuss the success stories of our Early warning list meetings

Person Responsible

Matthew Diaz

Schedule

Annually, from 9/19/2017 to 5/31/2018

Evidence of Completion

Successful practices will be written and shared among the staff at the end of the year.

G2.B2 Increase the graduation rate of those with special needs [2]

🔑 B266409

G2.B2.S1 Increase the graduation rate of students with special needs by identifying those students with IEP's [4]

🔑 S282305

Strategy Rationale

To increase the graduation rate of the school

Action Step 1 [5]

Identify those students with an IEP

Person Responsible

Matthew Diaz

Schedule

On 5/31/2018

Evidence of Completion

The teaching staff identifies their students with IEP's

Plan to Monitor Fidelity of Implementation of G2.B2.S1 [6]

teacher's particpate in the students IEP meeting

Person Responsible

Matthew Diaz

Schedule

On 5/31/2018

Evidence of Completion

Sign-in sheets during the IEP meeting

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

The teachers will provide evidence that they have identified their students with IEP's

Person Responsible

Matthew Diaz

Schedule

On 2/15/2018

Evidence of Completion

Log will be turned in on an early realese day

G2.B2.S2 Check and connect will be used with a handful of mentors with the idea to increase graduation rate of ESE student `4`

🔑 S282306

Strategy Rationale

Increase graduation rate of ESE students.

Action Step 1 `5`

Check and Connect will be used to assist ESE students and increase the ESE graduation rate

Person Responsible

Elizabeth Deshazor

Schedule

Weekly, from 8/31/2017 to 5/31/2018

Evidence of Completion

monthly progress monitoring and meetings will be conducted between mentors and students

Plan to Monitor Fidelity of Implementation of G2.B2.S2 `6`

The mentor and student will have meetings throughout the month these meetings will be logged and turned in monthly

Person Responsible

Elizabeth Deshazor

Schedule

Monthly, from 8/31/2017 to 5/25/2018

Evidence of Completion

Reports are turned in monthly to the facilitator illustrating the progress of the student

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

At the end of the school year mentors will meet to create an action plan for the following school year based on the successful practices of the current one.

Person Responsible

Elizabeth Deshazor

Schedule

On 5/25/2018

Evidence of Completion

Action plan is created

G2.B3 Lack of student engagement 2

🔑 B266410

G2.B3.S1 Incorporate Positive Behavior systems encouraging the entire student population succeed 4

🔑 S282307

Strategy Rationale

The more the students enjoy school and are encouraged the more they will attend. Success is contagious

Action Step 1 5

Good Referrals

Person Responsible

Matthew Diaz

Schedule

Biweekly, from 9/12/2017 to 5/31/2018

Evidence of Completion

Referrals will be written by the faculty and the Dean's will call home encouraging the behavior and communicating with the parents

Action Step 2 5

Wow passes

Person Responsible

Kevin Ounan

Schedule

Weekly, from 9/12/2017 to 5/31/2018

Evidence of Completion

Teacher will write passes for students that have done something exceptional this puts them in a drawing for prizes at the end of the week

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

Monthly PBS meetings to discuss success and validity of PBS.

Person Responsible

Matthew Diaz

Schedule

Monthly, from 9/12/2017 to 5/31/2018

Evidence of Completion

Number of referrals and wow passes given and success of those students in the classroom

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

End of year review of PBS supports

Person Responsible

Matthew Diaz

Schedule

On 5/31/2018

Evidence of Completion

Discussion on what worked and what did not. An action plan is created for the following school year.

G2.B3.S2 Student involvement fair will be held annually to get students more involved in the school 4

🔑 S282308

Strategy Rationale

the more students are involved the more likely they are to graduate

Action Step 1 5

A student involvement fair will be held annually at the beginning of the school to get students involved in clubs, school organizations, and athletics

Person Responsible

Matthew Diaz

Schedule

On 5/25/2018

Evidence of Completion

Lacrosse was added due to student interest

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Constant grade checks will be done by Athletic Coaches, Club Sponsors, and School organizations

Person Responsible

Matthew Diaz

Schedule

Weekly, from 8/29/2017 to 5/31/2018

Evidence of Completion

Reports will be run off of pinnacle by organizations weekly

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 `7`

School graduation rate will be used to determine the overall effectiveness of this strategy

Person Responsible

Elizabeth Deshazor

Schedule

On 5/31/2018

Evidence of Completion

Graduation rate

G2.B4 Not enough communication with parents, students and community stakeholders `2`

`🔑 B266411`

G2.B4.S1 Increase communication and with students, parents and community stakeholders using a variety of methods `4`

`🔑 S282309`

Strategy Rationale

The more information we can delineate to students, parents and community stakeholders the more involvement we can generate.
The more involved our parents, students and community stakeholders are in our school the more success we will have as a school

Action Step 1 `5`

Provide information on the marquee, LGHS Facebook page, Twitter, monthly newsletter, and school website

Person Responsible

Matthew Diaz

Schedule

Daily, from 8/22/2017 to 6/9/2018

Evidence of Completion

monthley newsletter, Marquee updates and website updates

Plan to Monitor Fidelity of Implementation of G2.B4.S1 `6`

During weekly administration meeting we will discuss what information needs to get to Students, Parents and Community stakeholders and what mode of communication will be used

Person Responsible

Ryan Vann

Schedule

Weekly, from 8/22/2017 to 6/9/2018

Evidence of Completion

Website, Marquee, Monthly newsletter, LGHS Facebook page

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 `7`

The increase of involvement at school events

Person Responsible

Schedule

Weekly, from 8/22/2017 to 6/9/2018

Evidence of Completion

Ticket Sales, Meeting sign-in sheets, SAC committee and booster club involvement

G2.B4.S2 Solicit parent and community input and involvement in school initiatives through flexible scheduling and multiple opportunities for attending events including open house, SAC meetings, ACCEL night, literacy night and freshman orientation. 4

🔑 S282310

Strategy Rationale

Building relationships with parents and the community will provide support for school initiatives and ultimately positively impact student achievement.

Action Step 1 5

Host events using flexible scheduling, plentiful advertising, and multiple opportunities for parents and community members to attend including open house, SAC meetings, ACCEL night, literacy night and freshman orientation.

Person Responsible

Matthew Diaz

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Meeting agendas, invitations, sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

administration will assign each event a point person and follow up and provide support to ensure event is carried out effectively

Person Responsible

Ryan Vann

Schedule

Quarterly, from 8/31/2017 to 5/25/2018

Evidence of Completion

event agendas, sign in sheets, parent feedback

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7

multiple people assigned to each outlet will report on flow of communication

Person Responsible

Ryan Vann

Schedule

Quarterly, from 9/1/2017 to 5/25/2018

Evidence of Completion

number of followers of social media, number of emails received, number of visits to websites, sign in sheets from events

G2.B8 Lack of emphasis on post-secondary options for future success 2

🔑 B266415

G2.B8.S1 AVID elective course, cross-curricular AVID strategy use, and adoption of school wide college and career culture 4

🔑 S282311

Strategy Rationale

The AVID (Advancement Via Individual Determination) program encourages open access to college-level courses and implementation of effective learning strategies across content areas. The AVID culture permeates the school and allows all students access to information about post secondary options.

Action Step 1 5

AVID site team will share their professional learning from AVID Summer Institute during collaborative planning meetings throughout the year, and meet regularly to develop strategies ensuring the college and career culture is adopted by school.

Person Responsible

Matthew Diaz

Schedule

Monthly, from 8/3/2017 to 5/25/2018

Evidence of Completion

College paraphernalia visible across campus

Plan to Monitor Fidelity of Implementation of G2.B8.S1 `6`

monthly AVID site team meetings to discuss the school culture

Person Responsible

Matthew Diaz

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

bulletin boards, incorporation of postsecondary conversation between classes, every teacher displays alma mater

Plan to Monitor Effectiveness of Implementation of G2.B8.S1 `7`

student and parent feedback

Person Responsible

Matthew Diaz

Schedule

Quarterly, from 8/31/2017 to 5/25/2018

Evidence of Completion

number of students who express plans for postsecondary education

G2.B9 Remediation for students 2

🔑 B266416

G2.B9.S1 After school tutoring for struggling students 4

🔑 S282312

Strategy Rationale

More opportunities for students to engage in learning instructional standards will increase levels of proficiency.

Action Step 1 5

After school tutoring and Saturday schools will be offered for students who need remediation in order to reach proficiency levels for graduation purposes.

Person Responsible

Elizabeth Deshazor

Schedule

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

Evidence of Completion

Increased student proficiency on ACT/SAT, FSA and EOC assessments.

Plan to Monitor Fidelity of Implementation of G2.B9.S1 6

A schedule will be established and teachers available at specific times for students

Person Responsible

Sarah Whitaker

Schedule

Weekly, from 10/30/2017 to 5/25/2018

Evidence of Completion

student sign in sheets

Plan to Monitor Effectiveness of Implementation of G2.B9.S1 7

student to teacher ratio will be monitored, tutoring will be advertised, tutoring will be standards-based

Person Responsible

Sarah Whitaker

Schedule

Monthly, from 10/30/2017 to 5/25/2018

Evidence of Completion

student sign in sheets

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.B2.S1.MA1 M413518	Monitor collaborative planning through pre-planning, common planning, lesson delivery and post...	Deshazor, Elizabeth	9/6/2017	Weekly meetings, common planning sheets that includes an agendas, reading and writing strategies incorporated across content areas.	2/1/2018 weekly
G2.B2.S1.MA1 M413535	The teachers will provide evidence that they have identified their students with IEP's	Diaz, Matthew	2/15/2017	Log will be turned in on an early realese day	2/15/2018 one-time
G1.B6.S1.A1 A380945	Facilitate professional learning of relevant data analysis and effective instructional strategies...	Whitaker, Sarah	8/3/2017	Professional learning materials used for presentation and facilitation; teacher lessons and examples of student work	5/24/2018 biweekly
G1.B3.S2.A1 A380942	Administration will assess training and material needs by department using current data and...	Vann, Ryan	8/10/2017		5/24/2018 quarterly
G1.B6.S2.A1 A380946	Facilitate professional learning of AVID WICOR strategies.	Whitaker, Sarah	8/3/2017	Teacher lessons and student work samples	5/24/2018 quarterly
G1.MA1 M413532	Student Data, Teacher Data, Standardized assessments, and unit assessments	Vann, Ryan	8/10/2017	Data notebooks, data chats, and common planning meeting documentation.	5/25/2018 weekly
G1.B1.S1.MA1 M413516	The administrator in charge of that accountability group will monitor common planning for that...	Vann, Ryan	8/10/2017	Agenda Meetings and sign-in sheets.	5/25/2018 weekly
G1.B1.S1.MA1 M413517	The administrator in charge of that accountability group will monitor common planning for that...	Vann, Ryan	8/10/2017	Agenda Meetings and sign-in sheets.	5/25/2018 weekly
G1.B1.S1.A1 A380939	Monitoring collaborative planning through pre-planning, common planning, lesson delivery, and post...	Deshazor, Elizabeth	8/10/2017	Running Record of Common Planning meetings and Common Planning minutes.	5/25/2018 weekly
G1.B2.S1.A1 A380940	Monitor collaborative planning through pre-planning, common planning, lesson delivery and post...	Deshazor, Elizabeth	8/10/2017	Weekly meetings, common planning sheets that includes an agendas, reading and writing strategies incorporated across content areas.	5/25/2018 weekly
G1.B3.S1.MA1 M413520	Monthly meetings to discuss walkthroughs with teachers	Vann, Ryan	8/31/2017	Walk through checklists	5/25/2018 one-time
G1.B3.S1.MA1 M413521	Walk through schedule and weekly meetings	Vann, Ryan	8/31/2017	weekly informational meetings on identifying problems of need as well as highlighting strengths.	5/25/2018 weekly
G1.B4.S1.MA1 M413524	Administrators will monitor collaborative planning to support and ensure teacher preparedness.	Vann, Ryan	9/6/2017	lesson plans; collaborative planning worksheets	5/25/2018 weekly
G1.B5.S1.MA1 M413526	Student progress monitoring data	Vann, Ryan	8/10/2017	Student progress monitoring data	5/25/2018 quarterly
G1.B5.S1.MA1 M413527	Administrators will ensure professional discussion of exemplar work takes place during planning.	Vann, Ryan	8/10/2017	Teacher posting of exemplary work and recording of discussion at meetings.	5/25/2018 quarterly
G1.B5.S1.A1 A380944	The administration team will conduct walk-throughs while performing this task exemplary work is...	Deshazor, Elizabeth	8/10/2017	A walk-through checklist must be completed upon each walk-through and discussed with the Teacher in a timely manner	5/25/2018 weekly
G1.B6.S1.MA1 M413528	frequent needs assessment of staff will take place; end of year survey of effectiveness will guide...	Whitaker, Sarah	8/31/2017	needs assessment from observation data; survey results	5/25/2018 semiannually
G1.B6.S1.MA1 M413529	Administrators will attend PLCs, monitor sign in sheets for biweekly PLCs and participate in other...	Whitaker, Sarah	8/31/2017	student work samples, lesson plans, evidence of implementation during walkthroughs	5/25/2018 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B8.S1.MA1 M413547	student and parent feedback	Diaz, Matthew	8/31/2017	number of students who express plans for postsecondary education	5/25/2018 quarterly
G2.B8.S1.MA1 M413548	monthly AVID site team meetings to discuss the school culture	Diaz, Matthew	8/10/2017	bulletin boards, incorporation of postsecondary conversation between classes, every teacher displays alma mater	5/25/2018 monthly
G2.B8.S1.A1 A380955	AVID site team will share their professional learning from AVID Summer Institute during...	Diaz, Matthew	8/3/2017	College paraphernalia visible across campus	5/25/2018 monthly
G2.B9.S1.MA1 M413549	student to teacher ratio will be monitored, tutoring will be advertised, tutoring will be...	Whitaker, Sarah	10/30/2017	student sign in sheets	5/25/2018 monthly
G2.B9.S1.MA1 M413550	A schedule will be established and teachers available at specific times for students	Whitaker, Sarah	10/30/2017	student sign in sheets	5/25/2018 weekly
G2.B9.S1.A1 A380956	After school tutoring and Saturday schools will be offered for students who need remediation in...	Deshazor, Elizabeth	9/4/2017	Increased student proficiency on ACT/ SAT, FSA and EOC assessments.	5/25/2018 weekly
G1.B6.S2.MA1 M413530	administrators will conduct observations to assess effectiveness of professional development	Vann, Ryan	8/31/2017	observational data based on evaluation rubric	5/25/2018 monthly
G1.B6.S2.MA1 M413531	Advance planning of PLCs that target teacher needs. Follow up activities will be meaningful.	Whitaker, Sarah	8/10/2017	needs assessments survey results; observation data	5/25/2018 biweekly
G2.B2.S2.MA1 M413537	At the end of the school year mentors will meet to create an action plan for the following school...	Deshazor, Elizabeth	5/31/2017	Action plan is created	5/25/2018 one-time
G2.B2.S2.MA1 M413538	The mentor and student will have meetings throughout the month these meetings will be logged and...	Deshazor, Elizabeth	8/31/2017	Reports are turned in monthly to the facilitator illustrating the progress of the student	5/25/2018 monthly
G2.B3.S2.A1 A380952	A student involvement fair will be held annually at the beginning of the school to get students...	Diaz, Matthew	8/29/2017	Lacrosse was added due to student interest	5/25/2018 one-time
G2.B4.S2.MA1 M413545	multiple people assigned to each outlet will report on flow of communication	Vann, Ryan	9/1/2017	number of followers of social media, number of emails received, number of visits to websites, sign in sheets from events	5/25/2018 quarterly
G2.B4.S2.MA1 M413546	administration will assign each event a point person and follow up and provide support to ensure...	Vann, Ryan	8/31/2017	event agendas, sign in sheets, parent feedback	5/25/2018 quarterly
G2.B4.S2.A1 A380954	Host events using flexible scheduling, plentiful advertising, and multiple opportunities for...	Diaz, Matthew	8/10/2017	Meeting agendas, invitations, sign in sheets	5/25/2018 quarterly
G2.MA1 M413551	Graduation roster will be compared to the list of 12th graders that started the school year	Diaz, Matthew	9/19/2017	reduction of students that started the year and did not graduate as compared to previous years	5/31/2018 one-time
G1.B3.S1.A1 A380941	Walktroughs	Deshazor, Elizabeth	9/29/2017	Checklist and walk through feedback	5/31/2018 one-time
G2.B1.S1.MA1 M413533	Meet to discuss the success stories of our Early warning list meetings	Diaz, Matthew	9/19/2017	Successful practices will be written and shared among the staff at the end of the year.	5/31/2018 annually
G2.B1.S1.MA1 M413534	Meeting logs will be turned in at semester break	Diaz, Matthew	9/19/2017	The number of students on the Early Warning List we have graduate.	5/31/2018 semiannually
G2.B1.S1.A1 A380947	Each semester the administrative team will meet with their assigned portion of the early warning...	Diaz, Matthew	9/20/2017	We will keep meeting logs and discuss successful practices during admin meetings	5/31/2018 semiannually
G2.B2.S1.MA1 M413536	teacher's particpate in the students IEP meeting	Diaz, Matthew	8/29/2017	Sign-in sheets during the IEP meeting	5/31/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A1 A380948	Identify those students with an IEP	Diaz, Matthew	8/29/2017	The teaching staff identifies their students with IEP's	5/31/2018 one-time
G2.B3.S1.MA1 M413539	End of year review of PBS supports	Diaz, Matthew	9/11/2017	Discussion on what worked and what did not. An action plan is created for the following school year.	5/31/2018 one-time
G2.B3.S1.MA1 M413540	Monthly PBS meetings to discuss success and validity of PBS.	Diaz, Matthew	9/12/2017	Number of referrals and wow passes given and success of those students in the classroom	5/31/2018 monthly
G2.B3.S1.A1 A380950	Good Referrals	Diaz, Matthew	9/12/2017	Referrals will be written by the faculty and the Dean's will call home encouraging the behavior and communicating with the parents	5/31/2018 biweekly
G2.B3.S1.A2 A380951	Wow passes	Ounan, Kevin	9/12/2017	Teacher will write passes for students that have done something exceptional this puts them in a drawing for prizes at the end of the week	5/31/2018 weekly
G2.B2.S2.A1 A380949	Check and Connect will be used to assist ESE students and increase the ESE graduation rate	Deshazor, Elizabeth	8/31/2017	monthly progress monitoring and meetings will be conducted between mentors and students	5/31/2018 weekly
G2.B3.S2.MA1 M413541	School graduation rate will be used to determine the overall effectiveness of this strategy	Deshazor, Elizabeth	5/31/2018	Graduation rate	5/31/2018 one-time
G2.B3.S2.MA1 M413542	Constant grade checks will be done by Athletic Coaches, Club Sponsors, and School organizations	Diaz, Matthew	8/29/2017	Reports will be run off of pinnacle by organizations weekly	5/31/2018 weekly
G1.B2.S1.MA1 M413519	Monitor collaborative planning through pre-planning, common planning, lesson delivery and post...	Deshazor, Elizabeth	9/5/2017	Weekly meetings, common planning sheets that includes an agendas, reading and writing strategies incorporated across content areas.	6/1/2018 weekly
G1.B3.S2.MA1 M413522	walkthroughs	Vann, Ryan	9/1/2017	A schedule of walkthroughs will be created and followed by the admin team	6/1/2018 monthly
G1.B3.S2.MA1 M413523	Walk-throughs, collaborative planning, coaching	Deshazor, Elizabeth	9/6/2017	Sign-in sheets, coaching logs	6/1/2018 monthly
G1.B4.S1.MA1 M413525	The Academic Leadership team will be participants in collaboration meetings.	Vann, Ryan	8/31/2017	Work samples, lesson plans and observations	6/9/2018 one-time
G1.B4.S1.A1 A380943	Teachers will learn how to unpack the standards prior to meeting for first planning session.	Vann, Ryan	8/29/2016	Collaborative planning forms, observations, student data	6/9/2018 one-time
G2.B4.S1.MA1 M413543	The increase of involvement at school events		8/22/2017	Ticket Sales, Meeting sign-in sheets, SAC committee and booster club involvement	6/9/2018 weekly
G2.B4.S1.MA1 M413544	During weekly administration meeting we will discuss what information needs to get to Students,...	Vann, Ryan	8/22/2017	Website, Marquee, Monthly newsletter, LGHS Facebook page	6/9/2018 weekly
G2.B4.S1.A1 A380953	Provide information on the marquee, LGHS Facebook page, Twitter, monthly newsletter, and school...	Diaz, Matthew	8/22/2017	monthley newsletter, Marquee updates and website updates	6/9/2018 daily

V. Professional Development Opportunities

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

G1. Teachers and administrators will contribute to weekly collaborative standards-based planning, in order to develop and deliver more rigorous instruction across content areas. Administrators and school-based coaches will support a coaching cycle and provide professional development opportunities, while teachers embed critical literacy skills and AVID engagement strategies into their instruction to increase the number of students meeting a satisfactory standard in state tested proficiency by 5%.

G1.B4 Teacher knowledge of the standards

G1.B4.S1 Unpack standards prior to meeting with teachers. Providing professional development on unpacking the standard.

PD Opportunity 1

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

Facilitator

Academic Leadership Team

Participants

Teachers

Schedule

On 6/9/2018

G1.B6 Meaningful Professional Development

G1.B6.S1 Staff capacity building activities

PD Opportunity 1

Facilitate professional learning of relevant data analysis and effective instructional strategies during scheduled planning period PD, early release PD days, scheduled staff development days, data day, and additional days if desired by individual teachers; and on programs such as AVID, Achieve 3000 and STAR.

Facilitator

Sarah Whitaker

Participants

all teachers

Schedule

Biweekly, from 8/3/2017 to 5/24/2018

VII. Budget

1	G1.B1.S1.A1	Monitoring collaborative planning through pre-planning, common planning, lesson delivery, and post planning.					$0.00
2	G1.B2.S1.A1	Monitor collaborative planning through pre-planning, common planning, lesson delivery and post planning in designated areas around campus. The meetings will be held in the media center.					$0.00
3	G1.B3.S1.A1	Walktroughs					$0.00
4	G1.B3.S2.A1	Administration will assess training and material needs by department using current data and observation.					$4,760.40
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
			1762 - Lake Gibson Senior High School	Title, I Part A		$4,760.40	
5	G1.B4.S1.A1	Teachers will learn how to unpack the standards prior to meeting for first planning session.					$4,389.14
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
	5100	510-Supplies	1762 - Lake Gibson Senior High School	Title, I Part A		$4,389.14	
			Notes: Classroom supplies & materials				
6	G1.B5.S1.A1	The administration team will conduct walk-throughs while performing this task exemplary work is required to be posted					$0.00
7	G1.B6.S1.A1	Facilitate professional learning of relevant data analysis and effective instructional strategies during scheduled planning period PD, early release PD days, scheduled staff development days, data day, and additional days if desired by individual teachers; and on programs such as AVID, Achieve 3000 and STAR.					$8,269.07
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
			1762 - Lake Gibson Senior High School	Title, I Part A		$8,269.07	
			Notes: Achieve 3000 Training 10/4/17				
8	G1.B6.S2.A1	Facilitate professional learning of AVID WICOR strategies.					$601.33
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
			1762 - Lake Gibson Senior High School			$601.33	
9	G2.B1.S1.A1	Each semester the administrative team will meet with their assigned portion of the early warning list					$0.00
10	G2.B2.S1.A1	Identify those students with an IEP					$0.00
11	G2.B2.S2.A1	Check and Connect will be used to assist ESE students and increase the ESE graduation rate					$5,239.60

		Function	Object	Budget Focus	Funding Source	FTE	2017-18
				1762 - Lake Gibson Senior High School	Title, I Part A		$5,239.60
12	G2.B3.S1.A1	Good Referrals					**$0.00**
13	G2.B3.S1.A2	Wow passes					**$0.00**
14	G2.B3.S2.A1	**A student involvement fair will be held annually at the beginning of the school to get students involved in clubs, school organizations, and athletics**					**$2,000.00**
		Function	Object	Budget Focus	Funding Source	FTE	2017-18
				1762 - Lake Gibson Senior High School	Title, I Part A		$2,000.00
15	G2.B4.S1.A1	**Provide information on the marquee, LGHS Facebook page, Twitter, monthly newsletter, and school website**					**$1,334.00**
		Function	Object	Budget Focus	Funding Source	FTE	2017-18
				1762 - Lake Gibson Senior High School	Title, I Part A		$1,334.00
16	G2.B4.S2.A1	**Host events using flexible scheduling, plentiful advertising, and multiple opportunities for parents and community members to attend including open house, SAC meetings, ACCEL night, literacy night and freshman orientation.**					**$11,129.60**
		Function	Object	Budget Focus	Funding Source	FTE	2017-18
				1762 - Lake Gibson Senior High School	Title, I Part A		$11,129.60
17	G2.B8.S1.A1	**AVID site team will share their professional learning from AVID Summer Institute during collaborative planning meetings throughout the year, and meet regularly to develop strategies ensuring the college and career culture is adopted by school.**					**$0.00**
18	G2.B9.S1.A1	**After school tutoring and Saturday schools will be offered for students who need remediation in order to reach proficiency levels for graduation purposes.**					**$15,000.00**
		Function	Object	Budget Focus	Funding Source	FTE	2017-18
				1762 - Lake Gibson Senior High School	Title, I Part A		$15,000.00
						Total:	**$52,723.14**