Kathleen Senior High School

2018-19 Schoolwide Improvement Plan

Table of Contents

Kathleen Senior High School

1100 RED DEVIL WAY, Lakeland, FL 33815

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

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School PK, 9-12	Yes	81%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	62%

School Grades History

Year	**2017-18**	**2016-17**	**2015-16**	**2014-15**
Grade	C	D	D	C*

School Board Approval

This plan was approved by the Polk County School Board on 1/15/2019.

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Kathleen Senior High School is to promote academic excellence by cultivating a legacy of lifelong learners.

Provide the school's vision statement.

Kathleen High School is committed to cultivating a legacy of lifelong learners by providing the knowledge and skills needed to be successful, productive citizens. Our students, staff, parents, and community will work together as a family to instill a sense of P.R.I.D.E. in who we are, where we are, and what we are to become.

School Leadership Team

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

Name	Title
Jackson, Johnnie	Principal
Smith, Keith	Assistant Principal
Smith, Javon	Assistant Principal
Miller, Yvonne	Instructional Coach
Robertson, Kevin	Assistant Principal
Lasseter, Matthew	Assistant Principal
Reyes, Joaquin	Dean
Redd, Jennifer	Teacher, K-12
Palagano, Shing	Dean

Duties

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

Johnnie Jackson is the principal of Kathleen High School. He is the instruction leader of the school and sets the mission and vision of the staff and students. Mr. Jackson hires staff based on the instructional needs of the school and is directly involved in coaching staff. Mr. Jackson facilitates all administrative and leadership team meetings. During these meetings, he ensures everyone has an opportunity to share in the decision making process. Matthew Lasseter leads the discipline team and uses behavioral data to modify student policies and provide appropriate interventions and modifications to the environment. Mr. Lasseter is responsible for ensuring that students have a safe and orderly environment. Mr. Jackson along with the admin team leads the academic team, schedules progress monitoring and teacher/student class assignments. Kevin Robertson coordinates all professional development for instructional staff and coordinates the instructional walkthrough an evaluation processes. Zin Smith serves as the primary instructional leader and administrator at the Central Florida Aerospace Academy, a separate campus of KHS. The Principal and all Assistant Principal's evaluate teacher effectiveness through an ongoing observation/feedback process. Kevin

Robertson and Instructional Coaches provides academic support to teachers and students, schedules and reports on data collection activities, and schedules and leads parent/teacher/student conferences through the problem-solving process. Jennifer Sasser serves as the Literacy Coach and provides instructional support and professional development to teachers. Suzan Yelvington, our Math Coach, supports the Math Department by providing instructional coaching, resources, and professional development. Yvonne Miller, Math Interventionist, Jennifer Redd, Reading Interventionist, and Rebecca Timmons, Reading Interventionist provide academic intervention to our at-risk students. Mrs. Miller focuses on providing interventions in math while Jennifer Redd, and Rebecca Timmons focus on reading/writing interventions. Javon Smith serves as the AP2 and provides leadership and guidance to all 9th grade teachers, students, and families. The behavioral support team is comprised of the APA, AP2 and the Deans: Marvin Reeves (AP2), Matthew Lasseter (APA), Shing Palagano, Joaquin Reyes, and Thomas Sasser (3 Deans). All coaches, deans and assistant principals perform regular walkthroughs to provide teacher's with ongoing feedback about the teaching, learning, and the environment. Cornell Kirkendoll s is responsible for ensuring that individual student needs are met for Students with Disabilities. Kim Sprouse serves as the Guidance Chairperson and, along with the other guidance counselors, provides services related to the students academic, behavioral, psychological, social, and emotional needs. Jeffrey Williams is the school's Success Coach and he works with students to ensure they are on track for graduation and post-secondary education or career placement.

Early Warning Systems

Year 2017-18

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	206	245	229	203	883
One or more suspensions	0	0	0	0	0	0	0	0	0	106	79	59	35	279
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	41	99	130	6	276
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	210	254	204	105	773

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	179	221	205	59	664

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	108	120	114	108	450

Date this data was collected

Tuesday 7/31/2018

Year 2016-17 - As Reported

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	243	270	223	12	748
One or more suspensions	0	0	0	0	0	0	0	0	0	77	54	24	9	164
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	75	79	96	140	390
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	553	577	507	65	1702
GPA below 2.0	0	0	0	0	0	0	0	0	0	93	120	76	89	378
ISS/OSS > 3 days	0	0	0	0	0	0	0	0	0	64	71	27	0	162
Progress of Credits	0	0	0	0	0	0	0	0	0	0	4	2	5	11
Overage	0	0	0	0	0	0	0	0	0	30	39	21	30	120

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	14	82	68	45	209

Year 2016-17 - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	243	270	223	12	748
One or more suspensions	0	0	0	0	0	0	0	0	0	77	54	24	9	164
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	75	79	96	140	390
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	553	577	507	65	1702
GPA below 2.0	0	0	0	0	0	0	0	0	0	93	120	76	89	378
ISS/OSS > 3 days	0	0	0	0	0	0	0	0	0	64	71	27	0	162
Progress of Credits	0	0	0	0	0	0	0	0	0	0	4	2	5	11
Overage	0	0	0	0	0	0	0	0	0	30	39	21	30	120

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	14	82	68	45	209

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA FSA data shows the lowest performance for Kathleen High during the 17-18 school year.
Yes, this is a trend over the past 2 years.

Which data component showed the greatest decline from prior year?

All data components showed improvement from the 17-18 school year.

Which data component had the biggest gap when compared to the state average?

The biggest gap between Kathleen High School and the state average is in ELA achievement with a 19 point gap.

Which data component showed the most improvement? Is this a trend?

Biology showed the most improvement with a 16 point increase.
Biology has shown an increase over the previous two years.

Describe the actions or changes that led to the improvement in this area.

Consistent support for Biology teachers from administrators, and district coaches. Increase team approach to collaborative planning, professional learning communities, and individual growth.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	37%	46%	56%	33%	44%	52%
ELA Learning Gains	42%	47%	53%	39%	45%	46%
ELA Lowest 25th Percentile	33%	39%	44%	36%	37%	38%
Math Achievement	36%	44%	51%	20%	32%	43%
Math Learning Gains	38%	42%	48%	28%	31%	39%
Math Lowest 25th Percentile	39%	38%	45%	33%	35%	38%
Science Achievement	60%	65%	67%	51%	54%	65%
Social Studies Achievement	56%	63%	71%	51%	64%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	206 (243)	245 (270)	229 (223)	203 (12)	883 (748)
One or more suspensions	106 (77)	79 (54)	59 (24)	35 (9)	279 (164)
Course failure in ELA or Math	41 (75)	99 (79)	130 (96)	6 (140)	276 (390)
Level 1 on statewide assessment	210 (553)	254 (577)	204 (507)	105 (65)	773 (1702)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	35%	43%	-8%	53%	-18%
	2017	31%	43%	-12%	52%	-21%
Same Grade Comparison		4%				
Cohort Comparison						
10	2018	35%	42%	-7%	53%	-18%
	2017	31%	40%	-9%	50%	-19%
Same Grade Comparison		4%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	57%	59%	-2%	65%	-8%
2017	40%	51%	-11%	63%	-23%
Compare		17%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	51%	57%	-6%	68%	-17%
2017	50%	56%	-6%	67%	-17%
Compare		1%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	33%	60%	-27%	62%	-29%
2017	21%	43%	-22%	60%	-39%
Compare		12%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	29%	41%	-12%	56%	-27%
2017	22%	34%	-12%	53%	-31%
Compare		7%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	16	32	28	23	26	35	39	33		48	13
ELL	13	41	49	19	21	17	35	27		50	20
AMI	10										
ASN	60	70									
BLK	25	38	35	21	32	33	43	38		77	23
HSP	34	38	36	34	35	46	54	52		71	40
MUL	38	50		45			73	40		63	50
WHT	48	47	25	45	43	40	72	66		77	58
FRL	30	38	34	30	35	35	56	47		71	37
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	7	18	14	7	24	31	9	29		52	13
ELL	7	15	13	10	28	35	15	17		41	6
AMI	36	30									
BLK	19	25	25	10	21	30	27	30		80	21
HSP	31	27	19	22	27	31	39	44		66	28
MUL	28	30		17	25		42	69		75	25
WHT	41	35	17	31	28	27	57	73		70	47
FRL	23	24	22	17	26	31	36	46		68	23

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Math EOC Proficiency
Rationale	While math scores have increased 13 points over the previous year, there is still a 15 point gap below the state average.
Intended Outcome	Increase math proficiency in all areas
Point Person	Johnnie Jackson (johnnie.jackson@polk-fl.net)
Action Step	
Description	Restructure Administrator over the math department Add another math interventionist using Title 1 funding. Continuous professional development with LSI Stronger and meaningful PLC's Provide tutoring during Saturday Academies using title 1 extended learning funds. Schedule level 2-3 students into AVID trained math courses.
Person Responsible	Johnnie Jackson (johnnie.jackson@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Quarterly PRMN data Continuous Administrative walkthroughs.. Admninistrative data chats with interventionist and math coach.
Person Responsible	Johnnie Jackson (johnnie.jackson@polk-fl.net)

Activity #2	
Title	ELA Proficiency
Rationale	Our school showed a 5% increase from a 32% to 37%, but we fall behind the state average by 19 percentage points.
Intended Outcome	To increase student proficiency by 5 percentage points to reduce the gap in the state average.
Point Person	Javon Smith (javon.smith@polk-fl.net)

Action Step	
Description	Restructure administrator over the ELA department. Continuous professional development with staff and through LSI. LSI coaches will be on campus weekly to provide PD and support to ELA teachers, school based coaches, and administrators. Increase administrative presence in PLC's. Additional Reading Interventionist added to the staff using Title 1 funds and continue current reading interventionis with title 1 funding. Restructure existing interventionist daily schedule to increase student data. Provide tutoring in Saturday Academies using Title 1 extended learning funds. Provide student incentives for student achievement using Title 1 funds. Provide support through AVID trained content teachers and AVID elective.
Person Responsible	Kevin Robertson (kevin.robertson@polk-fl.net)

Plan to Monitor Effectiveness	
Description	Continued administrative support through PLC's. Data Chats with coaches and interventionist. Increased administrative walkthroughs and feedback to teachers.
Person Responsible	Kevin Robertson (kevin.robertson@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Please see attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

School leadership and guidance provide students with counseling, mentoring, and other opportunities to express themselves so that their social-emotional well being remains intact and healthy.

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

The school has a separate building dedicated to freshmen students to support them during their transition to high school. This building houses 25 classrooms, a science lab, a media center, a computer lab, and 4 administrative offices. Marvin Reeves, Assistant Principal 2 and Shing Palagano, Dean, are assigned to the Freshman Academy to provide them with specialized attention and support. All freshmen take their core academic classes in this building to transition them smoothly into high school which can be intimidating. Additionally, all freshmen are assigned to an adult advisors who provides them with additional guidance, support, and monitoring.

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

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 district forms instructional material adoption committees that meet several times to review and evaluate curriculum and resources from several different vendors. In terms of personnel and instruction, the school-based leadership meets every week, throughout the school year and summer months, to discuss observational data from classroom walkthroughs as well as the scheduling of students and specific teacher assignments. The team provides staff with ongoing feedback related to teaching, learning, and performance. Walkthroughs are performed daily to support teachers and other staff members.

Title I, Part A project funds school-wide services at our eligible and participating Title I schools. The Title I funds provide supplemental instructional resources and interventions so that all students achieve academic success.
Title I, Part C project funds assist students that are prioritized by the MEP for supplemental services based on need and migrant status, as defined by federal and state regulations.
Title I, Part D project funds provide Transition Facilitators at select Neglected and Delinquent school sites to assist students who transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school.
Title II funds provide professional development resources to build the capacity of teachers by funding consultants, district professional development personnel, including district/regional coaches, and curriculum specialists.
Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, professional learning opportunities for school staff, as well as parent family engagement opportunities.

Title IX – Homeless OR HEARTH Program funded through Title IX and Title I, provides support for students identified as being in a homeless situation. Schools of Hope project supports interventions at Kathleen High School that lead to student success by providing wrap-around services, building the capacity of instructional staff and leadership, improving school and community collaboration, and developing family and community partnerships.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

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

College and Career awareness and readiness is supporting in the following ways:

• Through our Career and Technical Education (CTE) programs and our career academies, work-based learning opportunities are being implemented within the experiential learning domains and standards of practice. Partnerships continue being developed assuring those opportunities for students and the bridges to post-secondary educational institutions remain a priority. Articulation agreements are continually being developed with technical colleges and state colleges in response to higher attainment levels of high school industry certifications. Dual enrollment courses within the CTE field are consistently evaluated and provided to students as often as possible.
• Accelerated programs, such as dual enrollment and Advanced Placement, in addition to high school courses being offered at middle schools, will be available to students to provide academic rigor and to earn college credit while in high school.
• Student Success Coaches will work with targeted students to ensure that high school graduation and post-secondary education is achieved in a timely manner.
• AVID will be implemented in sixteen secondary schools to support targeted students in participating in accelerated programs and enrolling in college.
• Students will create academic plans for high school and graduation, and will also track planning for post-secondary education and training. FloridaShines and Overgrad will be used to track this information.

Part V: Budget

Total:	**$0.00**