Lakeland Senior High School

2019-20 Schoolwide Improvement Plan

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Lakeland Senior High School

726 HOLLINGSWORTH RD, Lakeland, FL 33801

http://www.lakelandhighschool.com/

Demographics

Principal: Arthur Martinez

Start Date for this Principal: 1/19/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (61%) 2017-18: B (56%) 2016-17: C (50%) 2015-16: C (52%) 2014-15: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	60%

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

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	C	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

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

Provide the school's vision statement.

Lakeland High Schools' community of learners will continue to advance their potential for great achievement by engaging globally.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Martinez, Art	Principal	
Guenther, Leigh	Assistant Principal	
Maurer, Leila	Teacher, K-12	
Mercak, Val	Teacher, K-12	
Pierce, Cheryl	Teacher, K-12	
Sampson, Brittany	Teacher, K-12	
Woods, Lisa	Teacher, K-12	
Ward, Daryl	Principal	
McKown, Lori	Assistant Principal	
Marbra, Orienthial	Assistant Principal	
Westberry, Gary	Assistant Principal	
LeVine, Kevin	Assistant Principal	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
99

Date this data was collected or last updated
Monday 8/19/2019

Prior Year - As Reported

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	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated

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	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	60%	47%	56%	55%	44%	53%
ELA Learning Gains	53%	46%	51%	46%	41%	49%
ELA Lowest 25th Percentile	34%	37%	42%	33%	33%	41%
Math Achievement	52%	43%	51%	40%	37%	49%
Math Learning Gains	55%	45%	48%	32%	33%	44%
Math Lowest 25th Percentile	51%	44%	45%	23%	32%	39%
Science Achievement	78%	58%	68%	60%	56%	65%
Social Studies Achievement	78%	61%	73%	70%	60%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	61%	45%	16%	55%	6%
	2018	55%	43%	12%	53%	2%
Same Grade Comparison		6%				
Cohort Comparison						
10	2019	58%	42%	16%	53%	5%
	2018	57%	42%	15%	53%	4%
Same Grade Comparison		1%				
Cohort Comparison		3%				

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
2019	76%	54%	22%	67%	9%
2018	71%	59%	12%	65%	6%
Compare	5%				

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	77%	57%	20%	70%	7%
2018	72%	57%	15%	68%	4%
Compare	5%				

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	36%	50%	-14%	61%	-25%
2018	52%	60%	-8%	62%	-10%
Compare		-16%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	62%	53%	9%	57%	5%
2018	51%	41%	10%	56%	-5%
Compare		11%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	20	32	26	37	53		40	51		90	8
ELL	11	37	38	24			50	35		73	33
ASN	76	68					100			100	60
BLK	34	41	31	24	29	24	52	54		91	37
HSP	51	55	40	46	58	57	71	72		88	54
MUL	67	56		75			92	87		100	41
WHT	75	56	28	66	61	60	88	91		96	56
FRL	37	43	38	38	44	42	63	63		90	39
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	29	34	23	19	15	20	35	40		71	21
ELL	22	38	37	28	38		50	27		77	25
ASN	80	50					100				
BLK	31	38	28	26	37	39	44	53		81	25
HSP	53	43	42	48	39	38	69	67		88	53
MUL	68	60		69	50		100	61		88	67
WHT	71	58	47	63	43	32	83	84		92	67
FRL	42	43	36	37	35	32	58	59		84	44
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	8	24	24	20	38	28	9	35		64	14
ELL	3	34	38	19	36	36		43		63	60
ASN	68	63		75	47		90			92	73
BLK	29	31	30	20	23	22	36	50		75	36
HSP	51	46	29	37	33	27	53	70		78	58
MUL	53	46		38	30	36	55	41		86	44

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
WHT	70	53	41	50	36	18	72	78		91	65
FRL	37	34	30	23	26	25	39	52		79	39

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	31
Total Points Earned for the Federal Index	636
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	81
Asian Students Subgroup Below 41% in the Current Year?	NO

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	74
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The lowest performing data component is Lakeland High School's English Language Arts (ELA) Lowest 25% Learning Gains. This is the only ELA component below the state and district average. Both ELA Achievement and ELA Learning Gains rose while ELA Learning Gains for the Lowest 25% fell. This does not appear to be a trend based on previous years' data. The student's identified as the lowest 25% typically have the lowest attendance rates and grades, and this was the case in the 2019-2020 school year. In addition, the student subgroup which performed the worst in this category were not ESE or ELL students. These students did not receive the additional supports that other student demographic groups benefit from (such as additional instruction from an ESE or ESOL teacher/paraprofessional). Lakeland High School would benefit from creating targeted interventions for these students.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The school's ELA Lowest 25% Learning Gains declined by 4%; however, this school grade component was the only area that declined. The data shows that this category is somewhat cyclical. The data varies by 4-5% each year and does not appear to be a trend based on past performance. The factors that contributed to this decline were discussed in the previous section.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Although overall math achievement remained the same (52%), the Algebra E.O.C.achievement fell 25% below the state average and 14% below the district average. The decline in Algebra E.O.C. scores were offset by the rise in Geometry E.O.C. scores. The 2018-2019 school year was the first year where lower performing math students who were placed in Algebra 1A their 9th grade year and 1B in their 10th grade year took the Algebra E.O.C. The lowest achievement scores were obtained in this student demographic. This group of students earned an Achievement Level of 1 or 2 on their 8th Grade Math FSA. In addition, the majority of the Algebra teachers were either new to their content assignment or new to the school.

Which data component showed the most improvement? What new actions did your school take in this area?

Math learning gains showed the greatest improvement over the previous year. Overall learning gains increased by 11% and the lowest 25% improved by 15%. The subgroup with the greatest gains included the Students with Disabilities. Their learning gains increased from 15% (2018) to 53% (2019). The school leveraged ESE teachers who were also certified in mathematics to assist in both Algebra and Geometry. The school also tracked the learning gains of both Algebra and Geometry students using district quarterly assessments as evidence of growth. Both Math and ESE teachers used the available data to create targeted interventions for the lowest 25%.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The number of students receiving a level 1 on statewide assessments increased in Algebra and 9th and 10th Grade ELA over previous year. However, only the percentage of students receiving a level 1 increased in Algebra. All other indicators showed improvement (attendance at or below 90%, graduation rate, etc.).

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. English Language Arts Learning Gains for Lowest 25th Percentile (all student subgroups)
2. Algebra End-of-Course Achievement (all student subgroups)

3. English Language Arts Achievement for English Language Learners and Students with Disabilities
4. Geometry End-of-Course Achievement for English Language Learners and Students with Disabilities
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	English Language Arts Learning Gains for Lowest 25th Percentile
Rationale	Lakeland Senior High School has been consistently improving in ELA Achievement and ELA Learning Gains while Learning Gains for the Lowest 25th Percentile has declined. While overall ELA performance remains strong, this specific student subgroup requires targeted intervention.
State the measurable outcome the school plans to achieve	ELA learning gains will increase by 10% for students taking the 9th and 10th grade ELA Florida Standards Assessment.
Person responsible for monitoring outcome	Lori McKown (lori.mckown@polk-fl.net)
Evidence-based Strategy	Targeted interventions will be created for our lowest performing students, and these targeted interventions will be extended to service those students who fall into the middle achievement level as well. To create targeted interventions, stakeholders will need continued professional development as well as the ability to identify targeted students and their progress.
Rationale for Evidence-based Strategy	These interventions will be designed and implemented to ensure that those students who did not make learning gains will receive a boost in their reading and writing literacy skills. Additionally, incorporating reading strategies across the curriculum will aid with literacy for all students.

Action Step	
Description	1. Data chats with students will be conducted on a quarterly basis through English classes. 2. Literacy coach will conduct small group learning sessions with students. 3. Success coach will hold tutoring sessions and meetings with individual students. 4. Incorporation of reading strategies will be implemented across the curriculum including, but not limited to, English, Social Studies, and Science 5. Professional development will be targeted to assist non-Reading/English teachers. 6. STAR data will be reviewed to track student progress and to target effectiveness of interventions. 7. Achieve 3000 level-set data will be reviewed to track students' gains in lexile levels to target effectiveness of interventions. 8. Writing ongoing progress monitoring will be reviewed to track students' writing progress in order to target specific areas of writing that need interventions.
Person Responsible	Lori McKown (lori.mckown@polk-fl.net)

#2	
Title	Algebra End-of-Course Achievement
Rationale	Algebra EOC performance was identified as a significant opportunity for improvement across all student subgroups. A focus on unpacking the standards and adhering to course content, combined with an intentional approach to assessments and monitoring student data are needed to create positive growth in this area.
State the measurable outcome the school plans to achieve	The percentage of students reaching an achievement level of 3 or higher on the Algebra EOC will increase by 14%.
Person responsible for monitoring outcome	Gary Westberry (gary.westberry@polk-fl.net)
Evidence-based Strategy	All Algebra 1A, Algbera 1B, Algebra 1, and Algebra 1 Honors will collaboratively design instruction aligning course standards with instructional outcomes. Although Algebra 1-A is not a tested subject, preparation for Algebra 1-B occurs in this course and establishes the foundation for future student performance. Collaborative planning also includes progress monitoring and data analysis between the teachers.
Rationale for Evidence-based Strategy	The data indicates that instructional outcomes do not match the standards tested on the Algebra EOC. This evidence indicates that a misalignment between instruction and course standards may exist. Anecdotal evidence consisting of past classroom observations corroborates this assumption.
Action Step	
Description	1. Professional Development to increase Algebra teachers' skills with Unify during pre-planning week to properly identify students who did not make learning gains. Continuous professional development as needed using network manager, technology integration coaches, and other math teachers throughout the school year. 2. Teachers of Algebra EOC. courses will plan collaboratively (during 7th period) to develop instructional materials, discuss data, and to created targeted/differentiated instruction on a weekly basis. 3. Algebra 1A, Algebra 1B, Algebra 1, and Algebra 1 Honors will be maintained at the lowest number of students possible to ensure the highest quality of instruction per pupil as possible. 4. Administration will review lesson plans monthly to ensure instruction aligns with content standards. 5. Utilize Quarterly District Progress Monitoring to track progress of student performance in Algebra 1/Geometry EOC. 6. Formative and summative classroom assessments to inform effectiveness of instructional decisions and to make pedagogical adjustments These assessments will be developed collaboratively during common planning. 7. Review of lesson plans by administration to ensure strategies and interventions developed by teachers has been implemented. 8. Classroom observations will be conducted to evaluate effectiveness of strategies developed in lesson plans.

9. Administrator in charge of math will work in consultation with District-Based Math Coach to ensure that students gain familiarity the EOC question-types and test rigor.

Person Responsible   Gary Westberry (gary.westberry@polk-fl.net)

#3	
Title	English Language Learners
Rationale	The Federal Percentage of Points Index indicates that ELL learners require additional support since this subgroup unperformed as whole. Only 11% of ELL students demonstrated ELA achievement on the 9th and 10th Grade FSA overall. 24% of ELL students reached math proficiency on the Algebra and Geometry EOC exams. Providing additional supports for this subgroup will increase this subgroup's performance as well as increase the overall school performance in both English and Math. In the process, learning gains for this subgroup will improve.
State the measurable outcome the school plans to achieve	ELL student achievement in ELA will improve by 10% as measured by the 9th and 10th Grade FSA. In addition, ELL students will improve math proficiency by 6% in both Algebra and Geometry performance on the EOC assessments.
Person responsible for monitoring outcome	Lori McKown (lori.mckown@polk-fl.net)
Evidence-based Strategy	The LHS faculty and staff will be provided continuous professional development in ESOL strategies and instructional delivery after student have been appropriately scheduled and supported.
Rationale for Evidence-based Strategy	Second language acquisition occurs in all classrooms and does not take place in isolation. Language, reading, and writing skills carry across content areas. Skills learned in social studies, science, and elective classes affect student performance in English and Math classes and vice-versa. A holistic approach provides students with more practice and opportunities to enhance the academic language needed to be successful on state assessments.

Action Step	
Description	1. ELL students will be appropriately scheduled into the appropriate English and/or Reading course based on length of time in program and past student assessment data. 2. Social Studies teachers will be provided ELL instructional strategies and training during common planning. 3. All LHS staff will receive ELL training during professional development work days provided by the school's ESOL teacher. 4. The ESOL teacher and ESOL para will be appropriately scheduled to support ELL students in mainstream classrooms based upon student needs and performance. These schedules will be adjusted as student needs change. 5. The Literacy Coach will work in consultation with the ESOL teacher to conduct small group pull-out instruction throughout the school year. 6. Algebra and Geometry teachers will create targeted intervention for ELLs based upon their class performance, progress on district assessments, and other assessment data. 7. The regional math coach will train math teachers in ELL instructional strategies during common planning throughout the year. 8. Administration will conduct classroom observations to ensure that ELL instructional strategies developed by the faculty are enacted with fidelity and to identify areas requiring further faculty training. 9. Administration will review lesson plans to ensure that ELL strategies have been considered by all subject area teachers.

Person Responsible   Lori McKown (lori.mckown@polk-fl.net)

#4	
Title	Students with Disabilities
Rationale	The Federal Percentage of Points Index indicates that ESE students require additional support since this subgroup unperformed as whole. The two lowest areas of performance occurred in Mathematics Achievement, ELA Achievement, ELA Learning Gains, and ELA Learning Gains for the Lowest 25th Percentile. All of these categories fell below 40%.
State the measurable outcome the school plans to achieve	ELA performance in each category defined above will increase by at least 5% in each category over the next year.
Person responsible for monitoring outcome	Gary Westberry (gary.westberry@polk-fl.net)
Evidence-based Strategy	ESE teachers will focus on student learning objectives in both ELA and Math instruction to ensure their assigned students demonstrate greater proficiency. ESE teachers will take ownership of student assessment performance and the monitoring of student data that are needed to create positive learning growth.
Rationale for Evidence-based Strategy	ESE teachers juggle a myriad of responsibilities and students with varying needs. The emphasis on meeting documentation requirements for IEP compliance has hindered ESE teachers from focusing on student achievement on state assessments in the past. In addition, often times their students are scheduled across a wide variety of English and Mathematics content levels requiring the teachers to possess expertise in multiple subjects. The action steps outlined below will help LHS's ESE teachers reach the evidence-based strategy.

Action Step	
Description	1. ESE teachers will be provided Unify training so that they can properly identify the specific support required for students. Unify will then be utilized to determine which students did not make learning grains and the areas of reading/math (main idea, facts and details, etc.) where students struggled. 2. ESE teachers will be given adequate time to co-plan with English and Math teachers on a weekly basis. 3. Data chats will be conducted on a quarterly basis between the administrators responsible for English or Math and the ESE teacher. Data will be gathered from the ESE teacher and the regular education teachers' anecdotal notes/running records, grade book, formative and summative assessments, as well as the District Assessments. 4. Incentives will be provided by the ESE teachers for students who demonstrate gains in reading literacy or algebraic reasoning/skills on a monthly basis. 5. Areas of improvement will be identified and targeted by the ESE teacher in consultation with the general education teacher. 6. ESE teachers will be scheduled to support students with disabilities based on their strength in either Mathematics or English/Reading which will allow the ESE teacher to specialize in a content core area and better serve students. 7. ESE department will meet monthly to review their caseload data to discuss/resolve barriers to student success.

Person Responsible	Gary Westberry (gary.westberry@polk-fl.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Lakeland High School will continue to work on its Career and College Acceleration category. Lakeland High School will work to provide students with more dual enrollment opportunities and more industry certification choices to attract students who have not previously earned college and/or career acceleration credit. In order to accomplish this goal, teachers with the correct credentials will need to be placed in the appropriate courses and facilities will need to improved. This process will take longer than one school year to accomplish.

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 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.

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

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.

A core belief at Lakeland High School and the Harrison School of the Arts is that all staff members are responsible for all students. Teachers develop task-oriented classrooms while meeting the social and

emotional needs of students in an environment of mutual respect. Most teachers are trained to recognize student behaviors that exhibit a cry for help, and they take the appropriate action immediately to address a student in crisis.

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

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

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

Incoming freshmen arrive at Lakeland High School primarily from 8 feeder middle schools, but because Harrison is the performing arts school for the district, LHS actually receives students from any and all middle schools in the county. The following strategies are implemented to ensure a smooth transition into high school:

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

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

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

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

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

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

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