2013-2014 SCHOOL IMPROVEMENT PLAN

Kathleen Senior High School
1100 RED DEVIL WAY
Lakeland, FL 33815
863-499-2655
http://schools.polk-fl.net/khs

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	Yes	67%

Alternative/ESE Center	Charter School	Minority Rate
No	No	56%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	C	D	C

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Kathleen Senior High School

Principal

Ginger Rosenau

School Advisory Council chair

Debbie Brown

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Ginger Rosenau	Principal
Charles Thacker	Assistant Principal
Tony Williams	Assistant Principal
Greg Wilson	Assistant Principal
Zin Smith	Assistant Principal
Robin Futch	Academic Dean
Yvonne Miller	Math Coach
Tiffanie Brown	Title 1 Facilitator
Javon Smith	Dean of Students, 9th Grade
Jennifer Sasser	Dean of Students
Gary Lineberger	Parent Involvement Liasion
Alvin Jones	School Psychologist
Joe Izzo	Guidance Chairperson
Mozell Axson	Intervention Specialist
Anthony Troutman	Intervention Specialist
Jeff Karns	ESE Facilitator
Lia Maffett	Technology Coach
Robert Goff	Dean of Students
Kathryn Schalter	Testing Coordinator
Deputy Stephen Baggett	School Resource Deputy

District-Level Information

District

Polk

Superintendent

Dr. Kathryn Leroy

Date of school board approval of SIP
9/24/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majoirty of the SAC members are not employed by the school district. The chairperson and secretary are parents of current students. In addition, the Principal, teachers, and educational support staff as well as student government representatives make up the School Advisory Council. The SAC is diverse and matches the diversity of the school in terms of racial, ethnic, and socioeconomic subgroups.

Involvement of the SAC in the development of the SIP

The SAC contributes to the development of this plan by providing direction to the staff in the formulation of the school's vision and mission. In addition, the SAC team provides strategies for each area of the SIP and suggests and approves budget expenditures of Title 1 funds. The SAC members suggest and modify parent involvement activities.

Activities of the SAC for the upcoming school year

This year, the SAC members will suggest and modify Title 1 budget expenses. The members will provide feedback in all major areas of the SIP especially in the areas of parental involvement and extended learning opportunities.

Projected use of school improvement funds, including the amount allocated to each project

At this time, there are limited school improvement funds. As funds become available, they will be used to purchase resources that cannot be purchased with other avaialble funds.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
5

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Ginger Rosenau

Principal	Years as Administrator: 6	Years at Current School: 8

Credentials	Ed. Specialist Educational Leadership K-12

Performance Record	2008-09 School Grade = D; AYP = No 2009-10 School Grade = C; AYP = No 2010-11 School Grade = C; AYP = No 2011-12 School Grade = D; AYP = No 2012-13 School Grade = Pending

Tony Williams

Asst Principal	Years as Administrator: 6	Years at Current School: 8

Credentials	Masters in Varying Exceptionalities Agriculture 6-12 Educational Leadership K-12

Performance Record	2008-09 School Grade = D; AYP = No 2009-10 School Grade = C; AYP = No 2010-11 School Grade = C; AYP = No 2011-12 School Grade = D; AYP = No 2012-13 School Grade = Pending

Gregory Wilson

Asst Principal	Years as Administrator: 1	Years at Current School: 8

Credentials	Masters in Mathematics Education Educational Leadership K-12

Performance Record	2009-10 School Grade = C; AYP = No 2010-11 School Grade = C; AYP = No 2011-12 School Grade = D; AYP = No 2012-13 School Grade = Pending

Charles Thacker		
Asst Principal	Years as Administrator: 1	Years at Current School: 2

Credentials	Masters in Educational Leadership Chemistry 6-12 Biology 6-12 Educational Leadership K-12
Performance Record	2009-10 School Grade = C; AYP = No 2010-11 School Grade = C; AYP = No 2011-12 School Grade = D; AYP = No 2012-13 School Grade = Pending

Zin Smith		
Asst Principal	Years as Administrator: 1	Years at Current School: 3

Credentials	Masters in Educational Leadership Mathematics 6-12 Educational Leadership K-12
Performance Record	2009-10 School Grade = C; AYP = No 2010-11 School Grade = C; AYP = No 2011-12 School Grade = D; AYP = No 2012-13 School Grade = Pending

Instructional Coaches

# of instructional coaches
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Yvonne Miller		
Full-time / District-based	Years as Coach: 0	Years at Current School: 13
Areas	Mathematics	
Credentials	Bachelor's of Science (Accounting) Mathematics 6-12	
Performance Record	2012-13 School Grade - Pending	

Classroom Teachers

# of classroom teachers
116

 # receiving effective rating or higher
0, 0%

 # Highly Qualified Teachers
100%

 # certified in-field
113, 97%

 # ESOL endorsed
20, 17%

 # reading endorsed
16, 14%

 # with advanced degrees
44, 38%

 # National Board Certified
3, 3%

 # first-year teachers
5, 4%

 # with 1-5 years of experience
36, 31%

 # with 6-14 years of experience
39, 34%

 # with 15 or more years of experience
36, 31%

Education Paraprofessionals

# of paraprofessionals
13

 # Highly Qualified
13, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
17

 # receiving effective rating or higher
17, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The Principal and Assistant Principals work with the district to recruit professional and experienced teachers to work at Kathleen High School. Administrators have frequent contact and communication

with teachers and provide meaningful professional development. KHS realizes that teachers are our #1 resource. Collaborative planning time is given to allow for professional collaboration and development of common lessons and assessments.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

First-year teachers are paired with strong instructional leaders in their content areas. New teachers to Kathleen High School are also paired with instructional leaders. Monthly teacher meetings and professional development specifically geared toward new teachers are provided. Leadership team members are assigned to each new teacher to provide additional support.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Data is collected to address effectiveness of core instruction and resource allocation from Discovery Progress Monitoring in Algebra, Geometry, and Biology. The FAIR assessment is used to measure Reading skills and district-developed writing assessments measure all grade levels in Writing. Discipline and attendance reports from district software programs are used to analyze and monistor the effects of the Florida PBS model on school behavior.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Tony Williams leads the discipline team and uses discipline data to modify student policies and provide appropriate interventions and modifications to the environment. Charles Thacker leads the academic team, schedules progress monitoring and teacher/student class assignments. Zin Smith schedules and administers progress monitoring for the Central Florida Aerospace Academy, a separate campus of KHS. Greg Wilson recruits and monitors at-risk (Kathleen Step Up Academy) students. Robin Futch provides academic support, schedules and reports on data collection activities. Yvonne Miller provides support to the Math department and works to develop materials and review deficiencies with struggling students. Tiffanie Brown provides resources, leads parent involvement and facilitates SAC meetings. Javon Smith and Jeff Karns specifically support MTSS making sure individual student needs are met in the 9th grade and ESE, respectively. Jennifer Sasser, Mozell Axson, Anthony Troutman, and Alvin Jones provide expertise related to the causes of problem behaviors and provide suggestions for intervention.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school-based leadership team meets weekly to discuss student data and school-wide procedures and policies. Information is shared school-wide through a system of regular meetings and work sessions between department chairs, department members, the academic/discipline teams, and various other committees. The goals of the SIP and MTSS are discussed and strategies are modified as needed. The leadership team reports to the SAC team to include all stakeholders and adjusts strategies based on their feedback.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

KHS uses Discovery, FAIR/PMRN, Pinnacle and District programs to access reports and charts to analyze school-wide data in regards to progress in Reading, Math, Science, Writing, Behavior, and Attendance.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

KHS provides staff and parents with professional learning opportunities related to the MTSS process and holds regular meetings to discuss data-based problems and potential solutions.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 30

Through Title 1 funds, KHS offers before and after school tutoring sessions to students in Reading, Mathematics, and Science.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

The Academic Team tracks the students who attend the tutoring sessions to determine if the sessions are having a positive impact on student learning.

Who is responsible for monitoring implementation of this strategy?

Academic Team

Strategy: Weekend Program
Minutes added to school year: 50

KHS offers "Saturday Boost Camps" to provide students with intense remediation and review in Reading and Mathematics as they prepare for statewide assessments.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

The Academic Team tracks the students who attend the Boost Camps to determine if the sessions have a positive impact on student achievement.

Who is responsible for monitoring implementation of this strategy?

Academic Team

Strategy: Summer Program
Minutes added to school year: 100

KHS provides summer coursework to students who have previously failed courses in English, Math, Social Studies, and/or Science.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

The Academic Team and Guidance track the progress of students enrolled in summer school to determine academic progress.

Who is responsible for monitoring implementation of this strategy?

Academic Team, Guidance

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Susan Thoreen	Media Specialist
Chuck Thacker	Assistant Principal
Robin Futch	Academic Dean
Margaret Martinez	Reading Teacher
Andrea O'Sullivan	Reading Teacher
Susan Povey	ESE Teacher

Name	Title
Heather Benoit	Lang Arts/Reading Dept Chair
Jennifer Sasser	Dean of Students
Javon Smith	Dean of Students
Tiffanie Brown	Title 1 Facilitator

How the school-based LLT functions

The LLT meets once per month to discuss strategies to promote literacy across the campus. There is an agenda that guides the meeting. The Media Specialist and the Academic Dean organize and coordinate the meetings. Each team member is invited to share ideas and is assigned a specific task to complete following each meeting to ensure that the LLT is productive and efficient.

Major initiatives of the LLT

Book Club, Hispanic/Black Heritage, School-wide Literacy Marketing Campaign, Book Giveaways, Monthly Literacy Focus, Guest Speakers/Authors

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Every teacher at Kathleen High School is expected to incorporate reading and writing strategies into their lessons. Once per quarter, all teachers are required to deliver a 4-day CISM lesson to deepen comprehension and build capacity in reading. As part of the CISM lesson, students preview vocabulary, organize their thoughts and ideas into specified categories, ask higher order questions about the text they are reading, and draft an original summary of what they have read. Additionally, teachers use word mapping and word analysis strategies to teach students novel vocabulary. Word walls enhance vocabulary instruction. KHS Administration announces a higher level vocabulary word each day over the morning announcements. This "Word of the Day" is displayed on all classroom whiteboards and teachers are encouraged to use various strategies to teach the meaning of the Word of the Day. Teachers also have students write regularly in response to a piece of text and require students to include text-based evidence in their writing. As part of this Writing Across the Curriculum (WAC) program, teachers use a universal set of guidelines (e.g. WAC rubric) to assess student writing and provide them with specific feedback. This occurs across campus regardless of content area.
Lasly, every teacher at KHS must complete a professional learning plan for themselves. As part of this plan, teachers are required to include a Reading goal for themselves as it relates to their students' literacy needs. Teachers must then participate in professional learning experiences that enhance their own learning of various strategies related to literacy instruction.

College and Career Readiness
This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

KHS offers 6 career academies that focus on Business Managements, Sports Medicine, Criminal Justice, Natural Resources and Agriculture, and Aerospace. We also offer students opportunities through our CTE coursework in the areas of Automotive, Digial Video Productions, Drafting, Early Childhood Education, Culinary Arts, Music, Dance, Theatre, Visual Arts, and Journalism, to name a few.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

KHS guidance counselors and school leaders meet with students and parents, individually and in groups, to discuss a student's academic/graduation plan. During these conferences, course offerings are discussed based on student interest and ability level. Additionally, KHS hosts several academic nights for parents and students to get information about the various course offerings at KHS.

Strategies for improving student readiness for the public postsecondary level

Addition of a Parent/Community Liaison, College Readiness courses in Language Arts, Reading, and Mathematics, Advanced coursework (AP, Dual Enrollment, and Honors courses in Academic and CTE areas), College/Career Fair and trips to colleges/universities to motivate students and provide information regarding admission criteria, Enrichment/Remediation Boost Camps to prepare for upcoming College Readiness exams (ACT, SAT, PERT), use of PSAT and resources

Expected Improvements

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	49%	39%	No	54%
American Indian				
Asian	75%		No	78%
Black/African American	36%	21%	No	42%
Hispanic	43%	32%	No	49%
White	58%	52%	No	63%
English language learners	23%	8%	No	30%
Students with disabilities	31%	26%	No	38%
Economically disadvantaged	46%	31%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	342	39%	54%
Students scoring at or above Achievement Level 4	153	17%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		25%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		75%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	482	55%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	120	61%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	51	59%	70%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	18	20%	40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	28	32%	50%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	200	62%	70%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	231	53%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	46%	46%	Yes	51%
American Indian				
Asian				
Black/African American	41%	28%	No	47%
Hispanic	43%	43%	Yes	49%
White	50%	56%	Yes	55%
English language learners	33%	19%	No	40%
Students with disabilities	43%	41%	No	49%
Economically disadvantaged	46%	40%	No	51%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		40%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		60%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	515	62%	70%
Students in lowest 25% making learning gains (EOC)	137	66%	75%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	104	32%	50%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	180	40%	55%
Students scoring at or above Achievement Level 4	45	10%	20%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	184	48%	58%
Students scoring at or above Achievement Level 4	73	19%	34%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		10%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		90%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	250	58%	68%
Students scoring at or above Achievement Level 4	64	15%	25%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses			
Completion rate (%) for students enrolled in *accelerated* STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	157	9%	5%
Students in ninth grade with one or more absences within the first 20 days	125	24%	15%
Students in ninth grade who fail two or more courses in any subject	143	28%	20%
Students with grade point average less than 2.0	251	15%	10%
Students who fail to progress on-time to tenth grade	20	4%	2%
Students who receive two or more behavior referrals	238	14%	8%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	439	26%	18%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	102	5%	3%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	277	67%	72%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	62	48%	60%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	299	67%	72%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Please refer to Title 1 Parent Involvement Plan for Kathleen High School.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Teachers of all content areas will use effective writing instruction by implementing a common writing and scoring process that focuses on the use of higher level vocabulary, semantics, sentence structure, and support.

G2. Math teachers will use effective research-validated instructional practices to provide students with real-world, authentic problems to solve.

G3. Science teachers will use strategies that provide students with opportunities to extend their thinking and learning through assignments and tasks that are rigorous, relevant, and that support literacy.

G4. Teachers, school leaders, and families will work together to identify problem behaviors and solutions to reduce the number of days missed due to in-school and out-of-school suspensions, and ultimately, increase the graduation rate for all students.

G5. CTE teachers will work with district and community leaders to provide real-world learning experiences that will prepare our students for a career in the 21st century.

G6. Teachers will use effective research-validated instructional practices to support literacy across the content areas.

Goals Detail

G1. Teachers of all content areas will use effective writing instruction by implementing a common writing and scoring process that focuses on the use of higher level vocabulary, semantics, sentence structure, and support.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Algebra 1 EOC
- Geometry EOC
- U.S. History EOC
- Science - High School
- Science - Biology 1 EOC
- STEM - High School
- CTE

Resources Available to Support the Goal

- Literacy Coaches - District
- District/State Resources for Writing
- Write Score
- Composition Notebooks
- ESOL Facilitator & Para
- FastForWord & Rosetta Stone
- Writing Across the Curriculum Rubric
- Technology - Ipads, Kindles, & Laptops

Targeted Barriers to Achieving the Goal

- Lack of planning time
- Knowledge of effective writing strategies
- Language barriers
- Knowledge of new CCSS
- Use of universal writing process and rubric

Plan to Monitor Progress Toward the Goal

Administrators and instructional coaches will monitor assessment results, lesson plans, course grades, and teacher evaluations to ensure that progress is being made toward writing goal.

Person or Persons Responsible
School Leadership

Target Dates or Schedule:
Ongoing/Quarterly

Evidence of Completion:
Course grades, Teacher Evaluation ratings, Lesson Plans, Write Score results, District Progress Monitoring results in Writing, FCAT Writing scores

G2. Math teachers will use effective research-validated instructional practices to provide students with real-world, authentic problems to solve.

Targets Supported
- Algebra 1 EOC

- Geometry EOC

Resources Available to Support the Goal
- Math Coach

- Online resources - Moodle, PearsonSuccess, Odyssey

- Technology - doc cameras, airliners, Kindles, Ipads, graphic calculators

- Consumable workbooks

- Springboard

- Agile Mind (Algebra 1)

Targeted Barriers to Achieving the Goal
- Lack of planning time

- Use of current strategies to engage all students

- Access to technology due to testing, etc.

- Lack of knowledge about Common Core State Standards

Plan to Monitor Progress Toward the Goal

Administrators and instuctional coaches will monitor assessment results, lesson plans, course grades, and teacher evaluation ratings to determine if progress toward the goal is being met.

Person or Persons Responsible
School Leaders

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Course grades, Teacher Eval ratings, Lesson Plans, Discovery results, EOC results, Coplanning minutes

G3. Science teachers will use strategies that provide students with opportunities to extend their thinking and learning through assignments and tasks that are rigorous, relevant, and that support literacy.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Science - High School

- Science - Biology 1 EOC

- STEM - High School

Resources Available to Support the Goal

- POGILs

- Lab equipment

- Lab probeware

- Composition notebooks

- Technology - SMART boards, student response systems, airliners, document cameras, tablets, laptops

Targeted Barriers to Achieving the Goal

- Lack of planning time

- Use of high-yielding strategies to promote literacy

- Lack of knowledge about Common Core State Standards

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G4. Teachers, school leaders, and families will work together to identify problem behaviors and solutions to reduce the number of days missed due to in-school and out-of-school suspensions, and ultimately, increase the graduation rate for all students.

Targets Supported
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal
- Intervention Specialists (2)
- Deans (4)
- School Psychologist
- Guidance Counselors
- Step Up Academy
- School Social Worker
- Parent Involvement Liasion
- Parent Involvement Paraeducator
- Clubs/Organizations/Athletics
- Booster Club
- Partnership with PBS
- Lab Paraeducator

Targeted Barriers to Achieving the Goal
- Attendance Rates
- Involvement in Extracurricular Activities
- Parental Support
- Access to internet for online coursework

Plan to Monitor Progress Toward the Goal

School leaders review data related to discipline, attendance, and academic performance to determine if progress is being made toward the goal.

Person or Persons Responsible
School Leaders

Target Dates or Schedule:
Weekly

Evidence of Completion:
Genesis reports, Course Grades

G5. CTE teachers will work with district and community leaders to provide real-world learning experiences that will prepare our students for a career in the 21st century.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- STEM - High School

- CTE

- EWS - Graduation

Resources Available to Support the Goal

- Workforce Education

- State funding

- Business partners

Targeted Barriers to Achieving the Goal

- Lack of field experiences

- Internship opportunities

- Dual enrollment opportunities

- Knowledge of instructional strategies to enhance literacy

Plan to Monitor Progress Toward the Goal

School leaders and CTE teachers will use the STAR-TAC database to monitor progress toward the goal.

Person or Persons Responsible
School Leaders, CTE teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
STAR-TAC data, Teacher evaluation ratings, Assessment results (FCAT, Discovery/FAIR, ACT/SAT/ PERT)

G6. Teachers will use effective research-validated instructional practices to support literacy across the content areas.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- EWS
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Reading Coaches - School and District
- Reading Curriculum - EDGE, Impact, Springboard
- CISM lessons
- SIM Resources
- Technology - Kindles/Ipads Technology Coaches
- FastForword
- Supplemental classroom materials/libraries
- ESOL Facilitator and Paraeducator

Targeted Barriers to Achieving the Goal

- Lack of time and effective use of planning
- Expertise
- Lack of quality, up-to-date materials
- Knowledge of Common Core State Standards

Plan to Monitor Progress Toward the Goal

Administrators and instructional coaches will monitor assessment results, lesson plans, course grades, and teacher evaluations.

Person or Persons Responsible

School Leadership

Target Dates or Schedule:

Ongoing/Quarterly

Evidence of Completion:

Course grades, Teacher Evaluations, Lesson Plans, Discovery/FAIR scores

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Teachers of all content areas will use effective writing instruction by implementing a common writing and scoring process that focuses on the use of higher level vocabulary, semantics, sentence structure, and support.

G1.B1 Lack of planning time

G1.B1.S1 Increase planning time

Action Step 1

Adjust bell schedule and class times to provide teachers with more planning time

Person or Persons Responsible

School Leadership

Target Dates or Schedule

Summer 2013

Evidence of Completion

Bell Schedule

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

Monitor teachers to ensure planning time is being utilized efficiently

Person or Persons Responsible

School Leaders

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs, Lesson Plans, Coplanning Minutes/Agendas/Sign In Sheets

Plan to Monitor Effectiveness of G1.B1.S1

Administration and instructional coaches will perform walkthroughs of the planning sessions to promote effectiveness and provide support

Person or Persons Responsible

School Leaders

Target Dates or Schedule

Ongoing/Weekly

Evidence of Completion

Walkthrough forms/notes

G1.B1.S2 Facilitate coplanning

Action Step 1

Set coplanning calendar

Person or Persons Responsible

Department Chairs & Teachers

Target Dates or Schedule

Fall 2013

Evidence of Completion

Coplanning Calendar

Action Step 2

Administrators and instructional coaches will faciltate coplanning sessions to model expectations and gradually release responsibility to teachers.

Person or Persons Responsible

School Leadership

Target Dates or Schedule

1st Semester

Evidence of Completion

Coplanning minutes

Action Step 3

Administrators and coaches will monitor coplanning sessions to ensure fidelity and provide additional support/resources.

> **Person or Persons Responsible**
>
> School Leadership
>
> **Target Dates or Schedule**
>
> Ongoing 2nd semester
>
> **Evidence of Completion**
>
> Coplanning minutes, walkthrough notes

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Administrators and coaches will attend coplanning sessions.

> **Person or Persons Responsible**
>
> School leadership
>
> **Target Dates or Schedule**
>
> Ongoing/Weekly
>
> **Evidence of Completion**
>
> Sign In Sheets, Notes

Plan to Monitor Effectiveness of G1.B1.S2

Administrators and instructional coaches will attend coplanning sessions and review lessons to monitor effectiveness.

> **Person or Persons Responsible**
>
> School Leaders
>
> **Target Dates or Schedule**
>
> Ongoing
>
> **Evidence of Completion**
>
> Lesson Plans, Walkthroughs, Sign In Sheets

G1.B2 Knowledge of effective writing strategies

G1.B2.S1 Provide teachers with professional learning on writing instruction

Action Step 1

Develop and plan professional learning centered around writing instruction

Person or Persons Responsible

Academic Team

Target Dates or Schedule

Fall 2013

Evidence of Completion

Planning Forms

Facilitator:

Academic Team

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Administrators and instructional coaches will review professional development plans (TARGETs) with teachers during mid-year conference and perform walkthroughs throughout the year.

Person or Persons Responsible

School Leaders

Target Dates or Schedule

Ongoing

Evidence of Completion

Evaluation instruments, TARGETs

Plan to Monitor Effectiveness of G1.B2.S1

Administrators and instructional coaches will perform regular classroom walkthroughs and provide teachers with specific, actionable feedback based on instructional practices.

Person or Persons Responsible

School Leadership

Target Dates or Schedule

Ongoing

Evidence of Completion

Evaluation instruments, Journey docs

G1.B3 Language barriers

G1.B3.S1 Use educational software to assist with language deficiences of ELL students (ex. Rosetta Stone, FastForWord

Action Step 1

Use software programs with students in ESOL class

Person or Persons Responsible

ESOL Teacher and Para

Target Dates or Schedule

Weekly

Evidence of Completion

Data reports

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

Admin and instructional coaches perform walkthroughs of ESOL class

Person or Persons Responsible

School Leaders

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthrough notes

Plan to Monitor Effectiveness of G1.B3.S1

Administration, instructional coaches, and ESOL teacher/para analyze data reports to evaluate if programs are having an impact on language barriers.

Person or Persons Responsible

School leaders, ESOL Teacher/Para

Target Dates or Schedule

Monthly

Evidence of Completion

Data reports, Assessment scores, CELLA, Course grades

G1.B3.S2 Provide PD to all teachers on effective ESOL strategies

Action Step 1

Collaborate with District ESOL Dept. to provide high quality PD to teachers on how to use effective strategies with ESOL students within general education setting

Person or Persons Responsible

School Leaders, District ESOL department

Target Dates or Schedule

August/September 2013

Evidence of Completion

PD materials, Sign In Sheet

Facilitator:

Juan Seda

Participants:

KHS Teachers and School Leaders

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

Administrators and instructional coaches will perform classroom walkthroughs. Teachers will submit follow-up documentation as evidence that they are incorporating strategies from PD experience.

Person or Persons Responsible

School leadership

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs, Journey docs, PD Follow-up

Plan to Monitor Effectiveness of G1.B3.S2

Administrators will analyze data on ESOL student performance in general education courses and on progress monitoring assessments.

Person or Persons Responsible

School leaders

Target Dates or Schedule

Ongoing

Evidence of Completion

Course grades, Discovery/FAIR/Write Score results, Teacher Evaluation ratings

G1.B3.S3 ESOL Facilitator and Para provide in-class support to ESOL students and general education teacher

Action Step 1

Administration will collaborate with ESOL Teacher and Para to develop a schedule to provide support to ESOL students in general education classes, especially Language Arts and Reading.

Person or Persons Responsible

Administration, ESOL Teacher, ESOL para

Target Dates or Schedule

Fall 2013

Evidence of Completion

In-class support schedule, ESOL forms

Plan to Monitor Fidelity of Implementation of G1.B3.S3

Admin will meet with ESOL Teacher and Para to discuss the implementation process and refine the process for quality assurance purposes and fidelity.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Notes/Minutes, ESOL forms

Plan to Monitor Effectiveness of G1.B3.S3

Administration and ESOL Teacher/Para will analyze data on ESOL performance.

Person or Persons Responsible

Administration, ESOL Teacher, ESOL Para

Target Dates or Schedule

Ongoing

Evidence of Completion

Course grades, Discovery/FAIR/Write Score results, FCAT results, EOC results

G1.B4 Knowledge of new CCSS

G1.B4.S1 Provide teachers with opportunities to learn about new Common Core State Standards

Action Step 1

Develop a series of workshops designed to teach our teachers about the new Common Core State Standards

Person or Persons Responsible

School Leaders, Teacher Leaders

Target Dates or Schedule

Summer/Fall 2013

Evidence of Completion

PD calendar, PD planning forms

Facilitator:

Academic Team

Participants:

Teachers

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

Administrators and instructional coaches will perform classroom walkthroughs to ensure that strategies being utilized are in alignment with Common Core State Standards.

Person or Persons Responsible

Administrators, Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthrough data

Plan to Monitor Effectiveness of G1.B4.S1

Administrators, Coaches, and Teachers will analyze student achivement data to determine if the implementation of strategies aligned to CCSS is having a positive impact on student achievement.

Person or Persons Responsible

Administrators, Coaches, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Course grades, Discovery/FAIR/Write Score results, FCAT results, EOC results, College Readiness results

G1.B8 Use of universal writing process and rubric

G1.B8.S1 Teachers will use a universal set of guidelines (rubric) for evaluating student writing

Action Step 1

Develop a universal writing rubric and feedback form for teachers to use

Person or Persons Responsible

School leaders

Target Dates or Schedule

Summer 2013

Evidence of Completion

WAC Rubric, Feedback Form

Action Step 2

Hold meeting to review rubric and expectations for writing in all classes at KHS

Person or Persons Responsible

School Leaders

Target Dates or Schedule

Fall 2013

Evidence of Completion

Powerpoint, Sign In Sheet, Follow-up email

Plan to Monitor Fidelity of Implementation of G1.B8.S1

Teachers will submit lesson plans to Administration that show writing as a strategy along with a student writing sample that was graded using the rubric with feedback provided.

Person or Persons Responsible

Administration, Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson Plan, Student Work Sample, Feedback Form

Plan to Monitor Effectiveness of G1.B8.S1

Administrators and instructional coaches will perform classroom walkthroughs with a specific focus on strategies that focus on literacy (including writing across the curriculum).

Person or Persons Responsible

School Leaders

Target Dates or Schedule

Weekly

Evidence of Completion

Evaluation instruments, Journey docs, Student work samples, FCAT Writing results, ACT/SAT Writing results, PERT Writing results

G1.B8.S2 Utilized outside agency (Write Score) to evaluate student writing

Action Step 1

Purchase Write Score for sophomores to use twice per year to assess writing

Person or Persons Responsible

Title 1 Office

Target Dates or Schedule

Fall 2013

Evidence of Completion

Title 1 Budget, Purchase Order

Plan to Monitor Fidelity of Implementation of G1.B8.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B8.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Math teachers will use effective research-validated instructional practices to provide students with real-world, authentic problems to solve.

G2.B1 Lack of planning time

G2.B1.S1 Increase planning time

Action Step 1

Adjust bell schedule and class times to provide teachers with more planning time

Person or Persons Responsible

School Leaders

Target Dates or Schedule

Summer 2013

Evidence of Completion

Bell schedule

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

Monitor teachers to ensure planning time is being utilized efficiently

Person or Persons Responsible

School leaders

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs, Lesson Plans, Coplanning Minutes/Agendas/Sign In Sheets

Plan to Monitor Effectiveness of G2.B1.S1

Administrators and instructional coaches will perform walkthroughs of planning sessions to promote effectiveness and provide support.

Person or Persons Responsible

School Leadership

Target Dates or Schedule

Ongoing/Weekly

Evidence of Completion

Walkthrough form/notes

G2.B1.S2 Faciiltate coplanning

Action Step 1

Set coplanning calendar

Person or Persons Responsible

Dept Chairs & Teachers

Target Dates or Schedule

Fall 2013

Evidence of Completion

Coplanning Calendar

Action Step 2

Administrators and coaches will facilitate coplanning sessions to model expectations and gradually release responsibility to teachers.

Person or Persons Responsible

Schools Leaders

Target Dates or Schedule

1st Semester Ongoing

Evidence of Completion

Coplanning minutes & Sign In Sheets

Action Step 3

Administrators and coaches will monitor coplanning sessions to ensure fidelity and provide additional support/resources.

Person or Persons Responsible

School Leaders

Target Dates or Schedule

2nd semester ongoing

Evidence of Completion

Coplanning minutes, walkthrough notes

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Administrators and coaches will attend coplanning sessions.

Person or Persons Responsible

School Leaders

Target Dates or Schedule

Ongoing/Weekly

Evidence of Completion

Sign In Sheets

Plan to Monitor Effectiveness of G2.B1.S2

Administrators and coaches will attend coplanning sesions and review lesson plans to monitor effectiveness.

Person or Persons Responsible

School Leaders

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Walkthrough notes

G2.B2 Use of current strategies to engage all students

G2.B2.S1 Provide high quality professional learning opportunities to math teachers to improve in the area of instructional technology and student engagement.

Action Step 1

Plan and coordinate PD opportunities for math teachers to enhance student engagement and the use of technology

Person or Persons Responsible

School/District Leaders

Target Dates or Schedule

Ongoing

Evidence of Completion

PD planning forms, PD Sign In Sheets and Documents, PD Follow-Up

Facilitator:

Academic Team

Participants:

Math Teachers

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Administrators and coaches will perform walkthroughs to determine if strategies learned about are being used in classroom instruction.

Person or Persons Responsible

School Leaders and Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthough data

Plan to Monitor Effectiveness of G2.B2.S1

Administrators, instructional coaches, and teachers will analyze student data to determine if the strategies from the PD are having a positive impact on student achievement in mathematics.

Person or Persons Responsible

School Leaders and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Course grades, Teacher eval ratings, Assessment results (EOCs, FCAT, Discovery, ACT/SAT/PERT)

G2.B2.S2 Implement lesson study

Action Step 1

School leaders and teachers will be trained on how to effectively participate in lesson study.

Person or Persons Responsible

School Leaders/Teachers

Target Dates or Schedule

Fall 2013

Evidence of Completion

Sign In Sheets

Action Step 2

Teachers will plan lessons together, observe each other delivering these lessons, and then reflect on the lesson collaboratively.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Meeting minutes, sign in sheets, lesson plans

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

Administrators and coaches will attend the coplanning and debriefing sessions to offer support and monitor the fidelity of implementation.

Person or Persons Responsible

School leaders

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Sign in sheets

Plan to Monitor Effectiveness of G2.B2.S2

Administrators will review lesson plans and observe teachers delivering the co-authored lessons to determine if teaching as it relates to learning is more effective as a result of the lesson studies.

Person or Persons Responsible

School Leaders

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Eval ratings, Lesson Plans, Course grades, Assessment results

G2.B2.S3 Provide coaching support

Action Step 1

Provide a site-based math coach to work closely with math teachers to enhance instruction and provide additional support/resources

Person or Persons Responsible

Title 1 Office

Target Dates or Schedule

Ongoing

Evidence of Completion

Title 1 Budget, Weekly Agenda of Math Coach

Plan to Monitor Fidelity of Implementation of G2.B2.S3

Title 1 Facilitator will monitor the job responsibilities and weekly agenda of the math coach.

Person or Persons Responsible

Title 1 Facilitator

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly logs

Plan to Monitor Effectiveness of G2.B2.S3

Administration will analyze student data in mathematics to determine if the addition of a math coach is having a positive impact on student learning.

Person or Persons Responsible

School leaders

Target Dates or Schedule

Ongoing

Evidence of Completion

Course grades, Conversations with Math Teachers, Assessment results (EOCs, Discovery, ACT/SAT/PERT)

G2.B3 Access to technology due to testing, etc.

G2.B3.S1 Provide teachers with additional technological resources and training

Action Step 1

Hire a Technology Coach to work with teachers on the integration of technology

Person or Persons Responsible

Title 1 Office, School Leaders

Target Dates or Schedule

Summer 2013

Evidence of Completion

Staffing Plan, Title 1 Budget

Action Step 2

Purchase new technologies (Ipads, Kindles, graphing calculators) for teachers to incorporate into their lessons

Person or Persons Responsible

School leaders and District leaders

Target Dates or Schedule

Fall 2013

Evidence of Completion

Purchase orders

Action Step 3

Train math teachers on the effective integration and use of Ipads, Kindles and graphing calculators

Person or Persons Responsible

Outside agencies

Target Dates or Schedule

Fall 2013

Evidence of Completion

PD planning forms, Sign In Sheets, Follow-up documentation

Facilitator:

School/District Leaders

Participants:

Math Teachers

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

Perform classroom walkthroughs to check for student use of new technology within math lessons

Person or Persons Responsible

School leaders and coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Eval ratings, Journey

Plan to Monitor Effectiveness of G2.B3.S1

Analyze achievement data to determine if the integration of new technologies is having a positive impact on student learning.

Person or Persons Responsible

School leaders and teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Course grades, Teacher eval ratings, Assessment results (FCAT, EOC, Discovery, ACT/SAT/PERT)

G2.B8 Lack of knowledge about Common Core State Standards

G2.B8.S1 Provide teachers with opportunities to learn about Common Core State Standards

Action Step 1

Develop a series of workshops designed to teach our teachers about the new Common Core State Standards

Person or Persons Responsible

Administrators, Coaches

Target Dates or Schedule

Summer/Fall 2013

Evidence of Completion

PD/PLC calendar, PD planning forms

Facilitator:

Academic Team

Participants:

Teachers

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

Administrators and Coaches will perform classroom walkthroughs with an emphasis on strategies that align to the new Common Core State Standards

Person or Persons Responsible

Administrators, Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthrough data

Plan to Monitor Effectiveness of G2.B8.S1

Administrators, Coaches, and Teachers will analyze student data to determine if the strategies being used are having a positive impact on student achievement.

Person or Persons Responsible

Administrators, Coaches, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Course grades, FCAT results, EOC results, Discovery/FAIR/Write Score results, College Readiness indicators

G3. Science teachers will use strategies that provide students with opportunities to extend their thinking and learning through assignments and tasks that are rigorous, relevant, and that support literacy.

G3.B1 Lack of planning time

G3.B1.S1 Increase planning time

Action Step 1

Adjust bell schedule and class times to provide teachers with more planning time

Person or Persons Responsible

School Leadership

Target Dates or Schedule

Summer 2013

Evidence of Completion

Bell Schedule

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Monitor teachers to ensure planning time is being utilized efficiently

Person or Persons Responsible

School Leaders

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs, Lesson Plans, Coplanning Minutes/Agenda/Sign In Sheets

Plan to Monitor Effectiveness of G3.B1.S1

Administration and instructional coaches will perform walkthroughs of planning sesions to promote effectiveness and provide support.

Person or Persons Responsible

School Leaders

Target Dates or Schedule

Ongoing/Weekly

Evidence of Completion

Walkthrough forms/notes

G3.B1.S2 Facilitate coplanning

Action Step 1

Administrators and coaches will monitor coplanning sessions to ensure fidelity and provide additional support/resources.

Person or Persons Responsible

School Leadership

Target Dates or Schedule

Ongoing 2nd semester

Evidence of Completion

Coplanning minutes, walkthrough notes

Action Step 2

Set coplanning calendar

Person or Persons Responsible

Department Chairs & Teachers

Target Dates or Schedule

Fall 2013

Evidence of Completion

Coplanning calendar

Action Step 3

Administrators and instructional coaches will facilitate coplanning sessions to model expectations and gradually release responsibility to the teachers.

Person or Persons Responsible

School Leadership

Target Dates or Schedule

Ongoing 1st semester

Evidence of Completion

Coplanning minutes, Sign In Sheet

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Administrators and coaches will attend coplanning sessions.

Person or Persons Responsible

School Leaders

Target Dates or Schedule

Ongoing/Weekly

Evidence of Completion

Coplanning Sign In Sheets

Plan to Monitor Effectiveness of G3.B1.S2

Administrators and coaches will attend coplanning sessions and review lesson plans to monitor effectiveness.

Person or Persons Responsible

School Leaders

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Walkthrough notes

G3.B2 Use of high-yielding strategies to promote literacy

G3.B2.S1 Provide high quality professional development to science teachers in the area of instructional technology, literacy, and student engagement

Action Step 1

Organize and develop professional learning opportunities for science teachers to provide additional support in the area of literacy and instructional technology

Person or Persons Responsible

School Leaders

Target Dates or Schedule

Summer/Fall 2013

Evidence of Completion

PD planning form

Facilitator:

Academic Team

Participants:

Science Teachers

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

Administrators and coaches will perform classroom walkthroughs to ensure that strategies learned are being implemented in classroom.

Person or Persons Responsible

School Leaders

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthrough data, Journey docs

Plan to Monitor Effectiveness of G3.B2.S1

Administrators, coaches, and teachers will analyze achievement data to determine if use of strategies to support literacy and engagement are having a positive impact on student achievement.

Person or Persons Responsible

Administrators, Coaches, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Course grades, FCAT results, EOC results, College Readiness results, Discovery/FAIR/Write Score results

G3.B2.S2 Implement lesson study

Action Step 1

School leaders and teachers will be trained on how to effectively participate in lesson study.

Person or Persons Responsible

School Leaders and Teachers

Target Dates or Schedule

Fall 2013

Evidence of Completion

Sign In Sheets to PD

Action Step 2

Teachers will plan lessons together, observe each other delivering those lessons, and then reflect on the lessons collaboratively.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Meeting minutes, sign in sheets, lesson plans

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

Administrators and instructional coaches will attend the coplanning and debriefing sessions to offer support and monitor the fidelity of implementation.

Person or Persons Responsible

School Leaders

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Sign In Sheets

Plan to Monitor Effectiveness of G3.B2.S2

Administrators will review lesson plans and observe teachers delivering the co-authored lessons to determine if learning is becoming more effective as a result of the lesson studies.

Person or Persons Responsible

School Leaders

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Evals, Lesson Plans

G3.B3 Lack of knowledge about Common Core State Standards

G3.B3.S1 Provide teachers with professional learning opportunities related to Common Core State Standards

Action Step 1

Develop a series of workshops designed to teach our teachers about the new Common Core State Standards

Person or Persons Responsible

School Leaders, Teacher Leaders

Target Dates or Schedule

Summer/Fall 2013

Evidence of Completion

PD/PLC calendar, PD planning forms

Facilitator:

Academic Team

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Administrators and coaches will perform classroom walkthroughs with an emphasis on strategies that are aligned to CCSS.

Person or Persons Responsible

Administrators, Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthrough data

Plan to Monitor Effectiveness of G3.B3.S1

Administrators, Coaches, and Teachers will analyze data to determine if the strategies being used are having a positive impact on student achivement.

Person or Persons Responsible

Administrators, Coaches, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Course grades, FCAT results, EOC results, Discovery/FAIR/Write Score results, College Readiness indicators

G4. Teachers, school leaders, and families will work together to identify problem behaviors and solutions to reduce the number of days missed due to in-school and out-of-school suspensions, and ultimately, increase the graduation rate for all students.

G4.B1 Attendance Rates

G4.B1.S1 Hire 2 intervention specialists to work with students and families to improve attendance and promotion rates

Action Step 1

Recruit and hire 2 staff members to mentor at-risk students and work with their families to improve attendance rates and grades

Person or Persons Responsible

Title 1 Office, School Leaders

Target Dates or Schedule

Summer 2013

Evidence of Completion

Title 1 Budget, Staffing Plan

Action Step 2

Provide mentoring to at-risk students

Person or Persons Responsible

Intervention Specialist and Community Members

Target Dates or Schedule

Weekly

Evidence of Completion

Mentoring logs and lessons

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Title 1 Facilitator meets with Intervention Specialist bi-weekly to review daily logs and discuss day-to-day tasks

Person or Persons Responsible

Title 1 Facilitator

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Meeting minutes, daily logs

Plan to Monitor Effectiveness of G4.B1.S1

Administrators and Title 1 Staff analyze data related to attendance and academics to determine if the interventions provided by the Intervention Specialist are having a positive impact on rates of attendance and academic progress.

Person or Persons Responsible

School Leaders, Title 1 Facilitator

Target Dates or Schedule

Ongoing

Evidence of Completion

Course Grades, Attendance Rates, Assessments results

G4.B2 Involvement in Extracurricular Activities

G4.B2.S1 Provide a school culture that promotes involvement in extracurricular activities such as clubs and sports.

Action Step 1

Devote time during the school day for clubs and organizations to meet regularly

Person or Persons Responsible

School leaders

Target Dates or Schedule

Summer 2013

Evidence of Completion

Club Activity Day Calendar

Action Step 2

Meet with staff to review expectations for club activities and club days, including the requirement that clubs must participate in an ongoing campus beautification project and community service.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Fall 2013

Evidence of Completion

Meeting agenda, Sign In Sheets

Action Step 3

Plan an activity to increase club involvement ("Fall Rush")

Person or Persons Responsible

School Leaders

Target Dates or Schedule

Fall 2013

Evidence of Completion

Sign In Sheets, Emails, ITV footage

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Administrators will meet regularly with club sponsors and coaches. Admin will visit club meetings to monitor club membership and activity.

Person or Persons Responsible

Administrators, Club Sponsors

Target Dates or Schedule

Monthly

Evidence of Completion

Sign In Sheets, Meeting Minutes/Agendas

Plan to Monitor Effectiveness of G4.B2.S1

Administrators and club sponsors will monitor student attendance and grades to determine if club involvement is having a positive impact on student achievement.

Person or Persons Responsible

School Leaders, Club Sponsors

Target Dates or Schedule

Ongoing

Evidence of Completion

Course Grades, Attendance Rates, Genesis Reports

G4.B3 Parental Support

G4.B3.S1 Recruit and hire 2 staff members (Parent Involvement Liasion and Parent Involvement Paraeducator) that focus solely on improving the involvement of parents and increasing the communication between the school and home.

Action Step 1

Increase the number of volunteer opportunities available to parents; track volunteer hours

Person or Persons Responsible

Parent Involvement Liasion & Paraeducator

Target Dates or Schedule

Ongoing

Evidence of Completion

Volunteer Records

Action Step 2

Plan and coordinate various parent involvement activities throughout the year at various times

Person or Persons Responsible

Parent Involvement Liasion/Paraeducator

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign In Sheets, Meeting documents

Action Step 3

Hire a Parent Involvement Liasion and a Parent Involvement Paraeducator

Person or Persons Responsible

Title 1 Facilitator and School Leaders

Target Dates or Schedule

Fall 2013

Evidence of Completion

Staffing Plan, Title 1 Budget

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Title 1 Facilitator will check in regularly with Parent Involvement staff to check weekly logs and discuss strategies for increasing parental support.

Person or Persons Responsible

Title 1 Facilitator

Target Dates or Schedule

Weekly

Evidence of Completion

Meeting minutes, weekly logs

Plan to Monitor Effectiveness of G4.B3.S1

Administrators and Title 1 Facilitator will analyze data to determine if the addition of staff members devoted to parent involvement are having a positive impact on attendance rates, academics, discipline, volunteer hours, and graduation rates.

Person or Persons Responsible

School Leaders, Title 1

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Rates, Discipline reports, Course grades, Grad rates, Volunteer Tracking System

G4.B4 Access to internet for online coursework

G4.B4.S1 Provide a dedicated computer lab for students to use during the school day to remediate and earn credit in courses previously failed.

Action Step 1

Hire a lab para to supervise the lab.

Person or Persons Responsible

Title 1 Office, School Leaders

Target Dates or Schedule

Summer 2013

Evidence of Completion

Title 1 Budget, Staffing Plan

Plan to Monitor Fidelity of Implementation of G4.B4.S1

Title 1 Facilitator and school leaders will monitor the lab paraeducator.

Person or Persons Responsible

Title 1 Facilitator

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly logs, Meeting minutes

Plan to Monitor Effectiveness of G4.B4.S1

The lab para and school leaders will monitor student progress with the online curriculum by accessing data reports from Polk Virtual School and by communicating regularly with the PVS office.

Person or Persons Responsible

Lab Para, Title 1 Facilitator, Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

PVS Course Grades and Progress

G5. CTE teachers will work with district and community leaders to provide real-world learning experiences that will prepare our students for a career in the 21st century.

G5.B1 Lack of field experiences

G5.B1.S1 Plan relevant field experiences for students to participate in

Action Step 1

Seek outside funds or raise funds to offset costs associated with field trips

Person or Persons Responsible

CTE Teachers, School Leaders

Target Dates or Schedule

As needed

Evidence of Completion

Financial documentation

Action Step 2

CTE Teachers will plan and coordinate field experiences around curriculum and standards that are tied to student learning.

Person or Persons Responsible

CTE teachers

Target Dates or Schedule

As needed

Evidence of Completion

Lesson Plans, Student Work Samples

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5.B2 Internship opportunities

G5.B2.S1 Increase internship opportunities

Action Step 1

Work with local businesses to provide students with additional internship opportunities.

Person or Persons Responsible

CTE Teachers, Workforce Ed, School Leaders

Target Dates or Schedule

Ongoing

Evidence of Completion

Contracts/Agreements, Internships

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5.B3 Dual enrollment opportunities

G5.B3.S1 Increase the number of dual enrollment classes tied to CTE and the number of students participating

Action Step 1

Work with Polk State College and other local colleges/universities to expand the number of type of dual enrollment opportunities available to CTE students

Person or Persons Responsible

CTE Teachers, Workforce Ed, School Leaders

Target Dates or Schedule

Ongoing

Evidence of Completion

Agreements with Colleges, Dual Enrollment Registration, Dual Enrollment Course Grades, Number of College Credits Earned through DE

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5.B4 Knowledge of instructional strategies to enhance literacy

G5.B4.S1 Provide high quality professional development for CTE teachers in the area of literacy instruction

Action Step 1

Develop professional learning opportunities for CTE teachers to learn about integrating reading and writing strategies in their respective areas.

Person or Persons Responsible

School leaders

Target Dates or Schedule

Fall 2013

Evidence of Completion

PD planning forms, PD Sign In Sheets and Materials

Facilitator:

Academic Team

Participants:

CTE Teachers

Plan to Monitor Fidelity of Implementation of G5.B4.S1

School leaders and instructional coaches will perform walkthroughs of CTE classrooms to monitor the implementation of reading and writing strategies.

Person or Persons Responsible

School Leaders, Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthrough data

Plan to Monitor Effectiveness of G5.B4.S1

Administrators, coaches, and CTE teachers will collaboratively analyze student data to determine if the reading and writing strategies being utilized are having a positive impact on student achievement in the areas of Reading and Writing.

Person or Persons Responsible

Schools Leaders, Coaches, CTE Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Course Grades, Assessment results (FCAT, ACT/SAT/PERT, Discovery/FAIR)

G6. Teachers will use effective research-validated instructional practices to support literacy across the content areas.

G6.B1 Lack of time and effective use of planning

G6.B1.S1 Increase planning time

Action Step 1

Adjust bell schedule and class times to provide teachers with more planning time

Person or Persons Responsible

School Leadership

Target Dates or Schedule

Summer 2013

Evidence of Completion

Bell schedule

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Monitor teachers to ensure planning time is being utilized efficiently

Person or Persons Responsible

School Leadership

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs, Lesson Plans, Coplanning Minutes/Agendas/Sign-In Sheets

Plan to Monitor Effectiveness of G6.B1.S1

Administration and instructional coaches will perform walkthroughs of the planning sessions to promote effectiveness and provide support.

Person or Persons Responsible

School Leadership

Target Dates or Schedule

Ongoing/Weekly

Evidence of Completion

Walkthrough forms/notes

G6.B1.S2 Facilitate coplanning

Action Step 1

Set coplanning calendar

Person or Persons Responsible

Department Chairs & Teachers

Target Dates or Schedule

Fall 2013

Evidence of Completion

Calendar

Action Step 2

Administrators and instructional coaches will facilitate coplanning sessions to model expectations and gradually release responsibility to the teachers.

Person or Persons Responsible

School Leadership

Target Dates or Schedule

1st semester

Evidence of Completion

Coplanning minutes

Action Step 3

Administrators and instructional coaches will monitor coplanning sessions to ensure fidelity and provide additional support/resources.

Person or Persons Responsible

School Leadership

Target Dates or Schedule

2nd semester

Evidence of Completion

Coplanning minutes, walkthrough notes

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Administrators and coaches will attend coplanning sessions

Person or Persons Responsible

School Leadership

Target Dates or Schedule

Ongoing/Weekly

Evidence of Completion

Sign In Sheets

Plan to Monitor Effectiveness of G6.B1.S2

Administrator and coaches will attend coplanning sessions and review lesson plans to monitor effectiveness.

Person or Persons Responsible

School Leadership

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, walkthrough notes

G6.B2 Expertise

G6.B2.S1 Implement lesson study

Action Step 1

School leaders and teachers will be trained on how to effectively participate in lesson study.

Person or Persons Responsible

School Leadership/Teachers

Target Dates or Schedule

Fall 2013

Evidence of Completion

Sign In Sheets

Action Step 2

Teachers will plan lessons together, observe each other delivering those lessons, and then reflect on the lessons collaboratively.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Meeting minutes, sign in sheets, lesson plans

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Administrators and instructional coaches will attend the coplanning and debriefing sessions to offer support and monitor the fidelity of implementation.

Person or Persons Responsible

School Leadership

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, sign in sheets

Plan to Monitor Effectiveness of G6.B2.S1

Administrators will review lesson plans and observe teachers delivering the co-authored lessons to determine if learning is becoming more effective as a result of the lesson studies.

Person or Persons Responsible

School Leadership

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Evaluations, Lesson Plans

G6.B2.S2 Provide high quality professional learning opportunities

Action Step 1

Teachers will develop an individual professional learning plan (TARGET) for the 2013-14 school year.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Fall 2013

Evidence of Completion

TARGET form

Action Step 2

Administrators will meet with teachers to review and discuss their TARGETs (professional learning plans).

Person or Persons Responsible

School Leadership

Target Dates or Schedule

Fall 2013

Evidence of Completion

Meeting notices and notes

Action Step 3

School leaders will work with district leaders to provide teachers with opportunities to enhance their learning in identified areas of need (book studies, online learning, workshops, etc.).

Person or Persons Responsible

School Leadership

Target Dates or Schedule

Fall 2013

Evidence of Completion

Professional development plan, PLC calendar

Facilitator:

Academic Team

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G6.B2.S2

Administrators and instructional coaches will review professional development plans (TARGET) with teachers during midyear conference and perform walkthroughs throughout the year.

Person or Persons Responsible

School Leadership

Target Dates or Schedule

Ongoing

Evidence of Completion

Evaluation instruments, TARGETs

Plan to Monitor Effectiveness of G6.B2.S2

Administrators and instructional coaches will perform regular classroom walkthroughs and provide teachers with specific, actionable feedback based on instructional practices.

Person or Persons Responsible

School leaders

Target Dates or Schedule

Ongoing

Evidence of Completion

Evaluation instruments

G6.B3 Lack of quality, up-to-date materials

G6.B3.S1 Title 1 funds will be used to purchase reading materials for the classroom and the media center. Classroom supplies will also be purchased using Title 1 funds.

Action Step 1

Title 1 funds will be used to purchase reading materials and supplies for classroom use.

Person or Persons Responsible

Title 1 Facilitator

Target Dates or Schedule

Summer/Fall 2013

Evidence of Completion

Purchase orders, Title 1 Budget

Plan to Monitor Fidelity of Implementation of G6.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6.B8 Knowledge of Common Core State Standards

G6.B8.S1 Provide teachers with opportunities to learn about new Common Core State Standards

Action Step 1

Develop a series of workshops designed around the Common Core State Standards

Person or Persons Responsible

School Leaders and Teacher Leaders

Target Dates or Schedule

Summer/Fall 2013

Evidence of Completion

Meeting Minutes, PD/PLC calendar

Facilitator:

Academic Team

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G6.B8.S1

Administrators and instructional coaches will perform classroom walkthroughs with a focus on instructional strategies that align to the Common Core State Standards.

Person or Persons Responsible

School Leaders

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthrough data

Plan to Monitor Effectiveness of G6.B8.S1

Administrators, coaches, and teachers will analyze student achievement data to determine if strategies aligned to CCSS are effective.

Person or Persons Responsible

Administrators, Coaches, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Course grades, Discovery/FAIR/Write Score results, FCAT results, EOC results, Teacher Eval ratings

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title 1 Part A will be coordinated and integrated at Kathleen High School by providing academic support through a math coach, technology coach, and extended learning opportunities for students. Title 1 Part A will also be used by providing teachers supplemental classroom resources. Parents will be provided regular communication on school activities and academic activities. A Parent Involvement Facilitator will assist in providing opportunities for building capacity for parents and assisting with parental involvement programs. Behavior Intervention Specialists will be integrated for at risk students as well as implementing behavioral supports.

Title 1 Part C will provide migrant ESOL support and tutoring opportunities. It will also be used to provide monitoring for attendance and provide interventions. Support/Translation Services will be provided for school meetings for parents who need them. A Parent Resource Center will be provided where parents can have access to computers, books, and technology to promote home literacy and life skills.

Under Title II we will provide additional staff development opportunities in Reading, Writing, and effective instructional techniques.

We will provide violence prevention programs such as an Anti-bullying program and Internet Safety for students as well as implement Positive Behavior Support.

We will provide nutrition programs such as free and reduced lunch and Smile Packs which is a Kathleen High food pantry that provides food for impoverished families.

We will provide Career and Technical Education Supports through career academies and career opportunities. Students will have the ability to acquire job training internships through career academies such as Kathleen High's Distrotek Academy, a business management academy partnered with Rooms To Go.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Teachers of all content areas will use effective writing instruction by implementing a common writing and scoring process that focuses on the use of higher level vocabulary, semantics, sentence structure, and support.

G1.B2 Knowledge of effective writing strategies

G1.B2.S1 Provide teachers with professional learning on writing instruction

PD Opportunity 1

Develop and plan professional learning centered around writing instruction

Facilitator

Academic Team

Participants

Teachers

Target Dates or Schedule

Fall 2013

Evidence of Completion

Planning Forms

G1.B3 Language barriers

G1.B3.S2 Provide PD to all teachers on effective ESOL strategies

PD Opportunity 1

Collaborate with District ESOL Dept. to provide high quality PD to teachers on how to use effective strategies with ESOL students within general education setting

Facilitator

Juan Seda

Participants

KHS Teachers and School Leaders

Target Dates or Schedule

August/September 2013

Evidence of Completion

PD materials, Sign In Sheet

G1.B4 Knowledge of new CCSS

G1.B4.S1 Provide teachers with opportunities to learn about new Common Core State Standards

PD Opportunity 1

Develop a series of workshops designed to teach our teachers about the new Common Core State Standards

Facilitator

Academic Team

Participants

Teachers

Target Dates or Schedule

Summer/Fall 2013

Evidence of Completion

PD calendar, PD planning forms

G2. Math teachers will use effective research-validated instructional practices to provide students with real-world, authentic problems to solve.

G2.B2 Use of current strategies to engage all students

G2.B2.S1 Provide high quality professional learning opportunities to math teachers to improve in the area of instructional technology and student engagement.

PD Opportunity 1

Plan and coordinate PD opportunities for math teachers to enhance student engagement and the use of technology

Facilitator

Academic Team

Participants

Math Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

PD planning forms, PD Sign In Sheets and Documents, PD Follow-Up

G2.B3 Access to technology due to testing, etc.

G2.B3.S1 Provide teachers with additional technological resources and training

PD Opportunity 1

Train math teachers on the effective integration and use of Ipads, Kindles and graphing calculators

Facilitator

School/District Leaders

Participants

Math Teachers

Target Dates or Schedule

Fall 2013

Evidence of Completion

PD planning forms, Sign In Sheets, Follow-up documentation

G2.B8 Lack of knowledge about Common Core State Standards

G2.B8.S1 Provide teachers with opportunities to learn about Common Core State Standards

PD Opportunity 1

Develop a series of workshops designed to teach our teachers about the new Common Core State Standards

Facilitator

Academic Team

Participants

Teachers

Target Dates or Schedule

Summer/Fall 2013

Evidence of Completion

PD/PLC calendar, PD planning forms

G3. Science teachers will use strategies that provide students with opportunities to extend their thinking and learning through assignments and tasks that are rigorous, relevant, and that support literacy.

G3.B2 Use of high-yielding strategies to promote literacy

G3.B2.S1 Provide high quality professional development to science teachers in the area of instructional technology, literacy, and student engagement

PD Opportunity 1

Organize and develop professional learning opportunities for science teachers to provide additional support in the area of literacy and instructional technology

Facilitator

Academic Team

Participants

Science Teachers

Target Dates or Schedule

Summer/Fall 2013

Evidence of Completion

PD planning form

G3.B3 Lack of knowledge about Common Core State Standards

G3.B3.S1 Provide teachers with professional learning opportunities related to Common Core State Standards

PD Opportunity 1

Develop a series of workshops designed to teach our teachers about the new Common Core State Standards

Facilitator

Academic Team

Participants

Teachers

Target Dates or Schedule

Summer/Fall 2013

Evidence of Completion

PD/PLC calendar, PD planning forms

G5. CTE teachers will work with district and community leaders to provide real-world learning experiences that will prepare our students for a career in the 21st century.

G5.B4 Knowledge of instructional strategies to enhance literacy

G5.B4.S1 Provide high quality professional development for CTE teachers in the area of literacy instruction

PD Opportunity 1

Develop professional learning opportunities for CTE teachers to learn about integrating reading and writing strategies in their respective areas.

Facilitator

Academic Team

Participants

CTE Teachers

Target Dates or Schedule

Fall 2013

Evidence of Completion

PD planning forms, PD Sign In Sheets and Materials

G6. Teachers will use effective research-validated instructional practices to support literacy across the content areas.

G6.B2 Expertise

G6.B2.S2 Provide high quality professional learning opportunities

PD Opportunity 1

School leaders will work with district leaders to provide teachers with opportunities to enhance their learning in identified areas of need (book studies, online learning, workshops, etc.).

Facilitator

Academic Team

Participants

Teachers

Target Dates or Schedule

Fall 2013

Evidence of Completion

Professional development plan, PLC calendar

G6.B8 Knowledge of Common Core State Standards

G6.B8.S1 Provide teachers with opportunities to learn about new Common Core State Standards

PD Opportunity 1

Develop a series of workshops designed around the Common Core State Standards

Facilitator

Academic Team

Participants

Teachers

Target Dates or Schedule

Summer/Fall 2013

Evidence of Completion

Meeting Minutes, PD/PLC calendar

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Teachers of all content areas will use effective writing instruction by implementing a common writing and scoring process that focuses on the use of higher level vocabulary, semantics, sentence structure, and support.	$4,500
G2.	Math teachers will use effective research-validated instructional practices to provide students with real-world, authentic problems to solve.	$128,000
G4.	Teachers, school leaders, and families will work together to identify problem behaviors and solutions to reduce the number of days missed due to in-school and out-of-school suspensions, and ultimately, increase the graduation rate for all students.	$237,000
G6.	Teachers will use effective research-validated instructional practices to support literacy across the content areas.	$1,200
	Total	$370,700

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Program	Evidence-Based Materials	Total
Title 1 (District)	$60,000	$0	$0	$60,000
Title 1	$305,000	$4,500	$1,200	$310,700
Total	$365,000	$4,500	$1,200	$370,700

Budget Details
Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Teachers of all content areas will use effective writing instruction by implementing a common writing and scoring process that focuses on the use of higher level vocabulary, semantics, sentence structure, and support.

G1.B8 Use of universal writing process and rubric

G1.B8.S2 Utilized outside agency (Write Score) to evaluate student writing

Action Step 1

Purchase Write Score for sophomores to use twice per year to assess writing

Resource Type

Evidence-Based Program

Resource

Writing assessments aligned to state writing assessment that will act as a source of progress monitoring for writing

Funding Source

Title 1

Amount Needed

$4,500

G2. Math teachers will use effective research-validated instructional practices to provide students with real-world, authentic problems to solve.

G2.B2 Use of current strategies to engage all students

G2.B2.S3 Provide coaching support

Action Step 1

Provide a site-based math coach to work closely with math teachers to enhance instruction and provide additional support/resources

Resource Type

Personnel

Resource

Math Coach to support math teachers and provide additional resources and PD

Funding Source

Title 1 (District)

Amount Needed

$60,000

G2.B3 Access to technology due to testing, etc.

G2.B3.S1 Provide teachers with additional technological resources and training

Action Step 1

Hire a Technology Coach to work with teachers on the integration of technology

Resource Type

Personnel

Resource

Tech Coach to maintain school computer hardware and software and provide training to teachers for integration of technology

Funding Source

Title 1

Amount Needed

$68,000

G4. Teachers, school leaders, and families will work together to identify problem behaviors and solutions to reduce the number of days missed due to in-school and out-of-school suspensions, and ultimately, increase the graduation rate for all students.

G4.B1 Attendance Rates

G4.B1.S1 Hire 2 intervention specialists to work with students and families to improve attendance and promotion rates

Action Step 1

Recruit and hire 2 staff members to mentor at-risk students and work with their families to improve attendance rates and grades

Resource Type

Personnel

Resource

Intervention Facilitators help monitor strategies to teach school-wide rules and expectations for students including monitoring discipline, attendance, and helping teachers with strategies to improve discipline and learning

Funding Source

Title 1

Amount Needed

$122,000

G4.B3 Parental Support

G4.B3.S1 Recruit and hire 2 staff members (Parent Involvement Liasion and Parent Involvement Paraeducator) that focus solely on improving the involvement of parents and increasing the communication between the school and home.

Action Step 3

Hire a Parent Involvement Liasion and a Parent Involvement Paraeducator

Resource Type

Personnel

Resource

Parent Involvement Liasion and Para work together to improve parental support and build capacity within our families to support their child's education

Funding Source

Title 1

Amount Needed

$90,000

G4.B4 Access to internet for online coursework

G4.B4.S1 Provide a dedicated computer lab for students to use during the school day to remediate and earn credit in courses previously failed.

Action Step 1

Hire a lab para to supervise the lab.

Resource Type

Personnel

Resource

Provide ongoing academic support in the Polk Virtual School classroom in order to improve student achievement and promotion

Funding Source

Title 1

Amount Needed

$25,000

G6. Teachers will use effective research-validated instructional practices to support literacy across the content areas.

G6.B3 Lack of quality, up-to-date materials

G6.B3.S1 Title 1 funds will be used to purchase reading materials for the classroom and the media center. Classroom supplies will also be purchased using Title 1 funds.

Action Step 1

Title 1 funds will be used to purchase reading materials and supplies for classroom use.

Resource Type

Evidence-Based Materials

Resource

Informational texts and supplies that support CCSS to improve fluency and reading comprehension

Funding Source

Title 1

Amount Needed

$1,200