Kathleen Senior High School

2022-23 Schoolwide Improvement Plan

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Kathleen Senior High School

1100 RED DEVIL WAY, Lakeland, FL 33815

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

Demographics

Principal: Daraford Jones   Start Date for this Principal: 1/4/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (42%) 2018-19: C (45%) 2017-18: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here]().	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Kathleen Senior High School

1100 RED DEVIL WAY, Lakeland, FL 33815

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

School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School PK, 9-12	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	69%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

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SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Kathleen Senior High School is to provide professional, respectful and great customer service to all students allowing them to graduate prepared for college, post-secondary and/or to be career ready.

Provide the school's vision statement.

All Kathleen High School students will graduate with a personalized, collaborative, and diverse education. Through an engaged family of educators and community partners, students are empowered, confident, and purposeful. Instruction is authentic and student-centered, ensuring all graduates are prepared for college, career, and life.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Jones, Daraford	Principal	
Lasseter, Matthew	Assistant Principal	
Sasser, Jennifer	Assistant Principal	
Akins, Ladreda	Assistant Principal	
Gulley, Jon	Assistant Principal	
Davis, Melissa	Dean	
Redd, Jennifer	Instructional Coach	
Freeman, Angela	Other	LEA Facilitator
Westberry, Gary	Assistant Principal	
Williams, Jeffrey	Other	Student Success Coach
Rodriguez, Carlos	Dean	

Demographic Information

Principal start date
Monday 1/4/2021, Daraford Jones

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

19

Total number of teacher positions allocated to the school

116

Total number of students enrolled at the school

2,056

Identify the number of instructional staff who left the school during the 2021-22 school year.

22

Identify the number of instructional staff who joined the school during the 2022-23 school year.

15

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	559	572	433	388	1952
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	217	223	153	160	753
One or more suspensions	0	0	0	0	0	0	0	0	0	159	134	80	55	428
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	60	58	25	224	367

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	295	289	218	192	994

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	8	9	16	36

Date this data was collected or last updated

Monday 8/22/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	31%	41%	51%				38%	47%	56%
ELA Learning Gains	35%						39%	46%	51%
ELA Lowest 25th Percentile	27%						32%	37%	42%
Math Achievement	17%	35%	38%				26%	43%	51%
Math Learning Gains	36%						39%	45%	48%
Math Lowest 25th Percentile	45%						42%	44%	45%
Science Achievement	54%	26%	40%				53%	58%	68%
Social Studies Achievement	47%	39%	48%				50%	61%	73%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	51%	54%	-3%	67%	-16%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	48%	57%	-9%	70%	-22%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	20%	50%	-30%	61%	-41%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	30%	53%	-23%	57%	-27%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	11	23	19	8	44	45	27	19		87	12
ELL	10	29	30	12	41	65	34	13		86	27
ASN	67	73									
BLK	22	32	25	13	38	47	39	32		92	25
HSP	26	34	27	13	35	48	51	38		86	32
MUL	21	20		18			40			75	42
WHT	45	38	32	28	39	36	70	69		90	53
FRL	26	34	26	13	33	45	45	41		87	33

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	11	20	19	16	18	25	18	32		89	17
ELL	8	24	31	10	14	19	18	25		90	26
BLK	19	29	29	11	14	14	21	36		94	40
HSP	26	29	25	16	18	20	37	45		92	40
MUL	37	39		18	30					92	33
WHT	47	45	31	32	25	32	56	57		89	57
FRL	25	30	25	16	17	14	37	45		90	38

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	18	36	30	20	37		28	27		67	21
ELL	15	27	19	6	23	30	17	13		69	45
ASN	67	45									
BLK	22	34	33	15	38	46	35	31		85	32
HSP	36	33	22	19	31	33	41	50		80	46
MUL	38	50								82	
WHT	47	45	42	41	46	52	72	65		75	56
FRL	33	39	32	19	34	44	42	42		77	38

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	464

ESSA Federal Index	
Total Components for the Federal Index	11
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	70
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	36
Multiracial Students Subgroup Below 41% in the Current Year?	YES

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The trend across grade levels, subgroups and core content areas is all Achievement Levels, Learning Gains, and Lowest 25% are below the state and district averages for each area.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

the STAR progress monitoring and FSA EOC for Algebra & Geometry are the data components used to determine our areas of greatest need for improvement. The Achievement Level of 17% data from FSA EOC Algebra and Geometry demonstrate math (Algebra EOC and Geometry EOC) have the greatest need.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The students were not being providing an equivalent experience in order to be proficient and earn learning gains. The Learning Arc process for planning will be implemented in all core tested subject areas. All students will be scheduled to have the opportunity to earn an acceleration point. Teachers will be expected and required to teacher students at grade level. Corrective Reading program will be implemented for students scheduled for Intensive Reading. Math 180 will be used in all Foundational Math classes to improved students changes of earning proficiency,

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Science Achievement showed the most improvement with 54% of Biology students earning proficiency.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The Science teachers has been the most stable department with same teachers.

What strategies will need to be implemented in order to accelerate learning?

The strategy of using Learning Arc to create lesson plans by core curriculum teachers which will produce tasks and assessments aligned to B.E.S.T Standards. The tasks and assessments which will be products of Learning Arc will accelerate learning for students. The strategy of using Corrective Reading and Math 180 for the Intensive Reading classes and Foundational Math classes will accelerate students' learning with an expected student outcome of students in these classes reaching grade level.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development to train the trainer- administrators and support staff on Learning Arc. Administrators and support staff will be trained on Corrective Reading and Math 180. The core curriculum teachers will be trained on use of Learning Arc. The teachers of Intensive Reading and Foundational Math will receive professional development on Corrective Reading and Math 180 implementation in the classroom

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The school's administration and instructional coaches will complete calibration walks 2-3 times a week. Additionally, each individual will complete 3 additional independent walks per week. The implementation of the Learning Arc will drive instruction in core curriculum courses.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Career & Technical Education	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Rationale Only 39% of graduating seniors earned college credit or industry certification. The state shows 60% of graduating seniors earn an acceleration point in 19-20 school year for 20-21 school grade. The district average is 57% of graduating seniors earned acceleration point in 19-20 school year for 20-21 school grade.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The measurable outcome for Kathleen High School graduating seniors is 65%. (100% of students at Kathleen High School will have a minimum of two opportunities to engage in accelerated course work). (65% of graduating seniors will have successfully completed one or more of their acceleration opportunity prior to graduation).
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	1. By end of quarter one all 22-23 seniors who have not earned an acceleration point will be scheduled in a course which will allow the senior to earn an acceleration point. 2. By the end of quarter two, 65% of students will show progress on practice exams.
Person responsible for monitoring outcome:	Daraford Jones (daraford.jones@polk-fl.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Monitoring students engaging in equivalent experiences aligned to industry certification or advanced placements standards.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	1. The rationale is to increase acceleration points for school grade. 2. To provide seniors with more choices upon graduating high school by earn acceleration point which improves his/her employability or acceptance to college.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monitoring students engaging in equivalent experiences aligned to industry certifications or advanced placements standards using standards walkthrough tool (SWT).
Action step 1: Schedule all senior who need to earn an acceleration point.

Person Responsible	Jon Gulley (jon.gulley@polk-fl.net)

Monitoring students engaging in equivalent experiences aligned to industry certifications or advanced placements standards using standards walkthrough tool (SWT).
Action Step 2: Review teachers certifications and placements for industry certifications and advanced placement.

Person Responsible	Ladreda Akins (ladreda.akins@polk-fl.net)

Monitoring students engaging in equivalent experiences aligned to industry certifications or advanced placements standards using standards walkthrough tool (SWT).
Action Step 3: Create SWT which is specifically related to industry certification and advanced placement courses.

Person Responsible   Jon Gulley (jon.gulley@polk-fl.net)

Monitoring students engaging in equivalent experiences aligned to industry certifications or advanced placements standards using standards walkthrough tool (SWT).
Action Step 4: Create a calendar for calibration walks of industry certification and advanced placement courses.

Person Responsible   Ladreda Akins (ladreda.akins@polk-fl.net)

Monitoring students engaging in equivalent experiences aligned to industry certifications or advanced placements standards using standards walkthrough tool (SWT).
Action Step 5: Included SWT calibration walks on Leadership agenda.

Person Responsible   Daraford Jones (daraford.jones@polk-fl.net)

Collaborative planning once a month with industry certification and/or advanced placements teachers using standard-based protocols.
Action Step 1: Create a monthly calendar to meet with industry certification and advanced placement teachers.

Person Responsible   Daraford Jones (daraford.jones@polk-fl.net)

Collaborative planning once a month with industry certification and/or advanced placements teachers using standard-based protocols.
Action Step 2: Facilitate professional development with industry certification and advanced placement teachers on process of Learning Arc.

Person Responsible   Daraford Jones (daraford.jones@polk-fl.net)

Collaborative planning once a month with industry certification and/or advanced placements teachers using standard-based protocols.
Action Step 3: Engaging in reflective practice analyzing student work for effectiveness of teacher created Learning Arc.

Person Responsible   Daraford Jones (daraford.jones@polk-fl.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Rationale: KHS ELA AL - 31%, District ELA AL- 44% ; KHS Learning Gains ELA - 35%, District Learning Gains- 48%; KHS Lowest 25 - 28%, District Lowest - 37%; KHS Math AL - 17%, District Math AL - 42%; KHS Learning Gains Math - 36%, District Learning Gains Math - 50%; KHS Lowest 25 - 45%, District Lowest 25 - 44%. The results from school grade reflecting all areas, but Science, being below state and district averages. As a result of the consistent pattern, the lack of standard-based aligned instruction is prevalent.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Measurable Outcome: The FAST test measures Achievement Levels therefore only Achievement Level outcomes are represented. KHS ELA AL - 40% KHS Math AL - 30%
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	1. FAST Progress Monitoring - 35% of all tested students after first administration of FAST will earn achievement level 3 or higher. 2. STAR Progress Monitoring -
Person responsible for monitoring outcome:	Daraford Jones (daraford.jones@polk-fl.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Learning Arc implementation with all core curriculum areas. Two hours of administrator lead PLCs will be held each week. Plus staff has three additional hours of self-directed planning. 2. Math 180 data will be implemented. The State of Florida's new FAST progress monitoring system which will be administered three times a year. 3. Corrective Reading program will be implemented for all students who are B1, B2 or C
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	1. Learning Arc - Improve instructional delivery in the classroom by aligning tasks and assessments to benchmarks and standards for all core curriculum subjects. 2. Math 180 - Improve students confidence and competence in math which will increase students' outcomes on STAR progress monitoring, FSA Algebra or FAST progress monitoring. 3. Corrective Reading - Improve students ability to decode and comprehend to increase students' outcomes on STAR progress monitoring and FAST progress monitoring.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Learning Arc implementation in all core curriculum subject areas.
Action Step 1. Administrators and Support Staff will be trained on Learning Arc process.

Person Responsible	Daraford Jones (daraford.jones@polk-fl.net)

Learning Arc Implementation in all core curriculum subject areas.
Action Step 2: Administrators and support staff will train teachers during two 1-hour weekly PLC on Learning Arc Process. Teachers will have three additional hours of planning per week to complete Learning Arc process.

Person Responsible	Daraford Jones (daraford.jones@polk-fl.net)

Learning Arc Implementation in all core curriculum subject areas.
Action Step 3: Administrators and Support staff will conduct calibration walks.

| **Person Responsible** | Daraford Jones (daraford.jones@polk-fl.net) |

Learning Arc Implementation in all core curriculum subject areas.
Action Step 4: Review student data on STAR and FAST progress monitoring tools.

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

Math 180 implementation in Foundational Math classes.
Action Step 1: Schedule all students correctly based on criteria for course.

| **Person Responsible** | Ladreda Akins (ladreda.akins@polk-fl.net) |

Math 180 implementation in Foundational Math classes.
Action Step 2: Monitoring Math 180 program during instructional time.

| **Person Responsible** | Ladreda Akins (ladreda.akins@polk-fl.net) |

Math 180 Implementation in Foundational Math Classes
Action Step 3: Review students' outcomes for improvement during STAR and FAST administrations.

| **Person Responsible** | Ladreda Akins (ladreda.akins@polk-fl.net) |

Corrective Reading program will be implemented for all B1, B2 or C students as a result of Decoding Placement Test.
Action Step 1: Administer Decoding Placement Test to all Intensive Reading students.

| **Person Responsible** | Jon Gulley (jon.gulley@polk-fl.net) |

Corrective Reading program will be implemented for all B1, B2 or C students as a result of Decoding Placement Test.
Action Step 2:Re-schedule Intensive Reading students by groups (B1, B2 or C) into Intensive Reading classes (aka - Corrective Reading classes) Supply all Corrective Reading resources to teachers.

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

Corrective Reading program will be implemented for all B1, B2 or C students as a result of Decoding Placement Test.
Action Step 3: Review students' outcomes for improvement during STAR and FAST administrations.

| **Person Responsible** | Jon Gulley (jon.gulley@polk-fl.net) |

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A - Kathleen is a high School.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A - Kathleen is a high school.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A - Kathleen is a high School

Grades 3-5: Measureable Outcome(s)

N/A - Kathleen is a high School

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A - Kathleen is a high School

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A - Kathleen is a high School

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A - Kathleen is a high School

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

N/A - Kathleen is a high School

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Kathleen High School has multiple committees which addresses building a positive school culture and environment. The committees are Student Positive Committee, Teacher Positive Committee, Parent Positive Committee and Community Leaders Committee. We will use quarterly grade level meetings and each grade level has sponsors to work with class officers to continuous work on school culture and environment. Each committee meets at least once a month to address concerns, create and formulate positive solutions.

Identify the stakeholders and their role in promoting a positive school culture and environment.

The stakeholders are students, parents, teachers, administration and community members. The role of the students is to provide students' perspective, inputs, ideas, and solutions to issues to create then maintain a positive school culture and environment. The parents' role will be to support the school in building a positive school culture and environment by participating in meetings. The main roles of teachers and administrators are to build positive relationships with the students, parents and community members, provide a positive safe environment and educate our students to be productive citizens. One of the biggest role of the community members is to make sure the history, tradition, and legacy of Kathleen High School are maintain. The biggest role for the community is to be a positive voice throughout the City of Lakeland for Kathleen High School.