

# Lake Region High School



2014-15 School Improvement Plan

## Lake Region High School

1995 THUNDER RD, Eagle Lake, FL 33839

<http://www.lakeregionthunder.com/>

### School Demographics

**School Type**

High

**Title I**

No

**Free/Reduced Price Lunch**

63%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

59%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

C

C

B

D

### School Board Approval

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

### SIP Authority and Template

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

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

| DA Category | Region            | RED                           |
|-------------|-------------------|-------------------------------|
| Not In DA   | 3                 | <a href="#">Ella Thompson</a> |
| Former F    | Turnaround Status |                               |
| No          |                   |                               |





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission of Lake Region High School is to ensure a safe and caring environment that promotes learning with high expectations for all of our students

##### **Provide the school's vision statement**

The vision of Lake Region High School is that all students will be prepared for success in college and/or career through an effective system of academic and career-based programs.

#### School Environment

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

Prior to school beginning, the school hosts an evening student orientation evening from 5:00pm - 7:30pm which permits more students and parents to attend to establish an initial family/teacher relationship. An evening open house is held in the fall of each year to further build upon these relationships. During the year, multicultural training is incorporated into teacher PLCs. Also, World Language classes (Spanish and French) host multicultural activities that are open to staff. Cooperative learning strategies in the classroom further support building teacher knowledge about students and subsequent relationships.

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

The principal, assistant principals, and deans monitor the buildings and school grounds both before and after school. A teacher daily duty schedule also assigns a rotation of teachers for monitoring the hallways and school grounds.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Each teacher establishes a set of classroom expectations that are included within a teacher syllabus provided to students by each teacher. This document is signed by both student and parent. Each student is also provided with a copy of the code of conduct at the beginning of the year. Grade level assemblies are held in August by the principal to review expectations for student behavior. School discipline protocols are presented to staff at the staff meeting at the beginning of the year. The information is also provided in the staff handbook. To maximize instructional time, referrals are processed during first period during the homeroom portion of the period.

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

Lake Region High School Student Services includes 4 guidance counselors, an ESE Facilitator, a College and Career Specialist, and a Psychologist. Students may request to meet with one of these staff or a student may be referred for services by a teacher or parent. A student mentoring program is



facilitated by a staff member in which a teacher or volunteer community member is matched to a student whose parent has requested a mentor.

### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

**Provide the following data related to the school's early warning system**

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

| Indicator                       | Grade Level | Total |
|---------------------------------|-------------|-------|
| Attendance below 90 percent     |             |       |
| One or more suspensions         |             |       |
| Course failure in ELA or Math   |             |       |
| Level 1 on statewide assessment |             |       |

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

| Indicator                                  | Grade Level | Total |
|--|-------------|-------|
| Students exhibiting two or more indicators |             |       |

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

### Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

#### ***PIP Link***

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

#### ***Description***

Lake Region High School hosts a variety of student/parent meetings during the year. In the beginning of the year, an evening orientation is held as well as a fall open house for parents to meet with teachers. During the year, three parent meetings are held to discuss the academic programs. An academy night is also held in the spring to provide parents a change to visit the school's career programs. Guidance counselors conduct student conferences during the year to advise students of their academic progress. The Lake Region website provides an electronic access to academic information. A telephone call system is utilized to inform parents of important events such as testing or meetings during the year. Guidance counselors schedule and conduct teacher/parent conferences

as requested by teacher or parent. A College and Career Specialist meets with students and parents regarding college advising and financial aid.

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

Student groups donate time to community celebrations during the year. Students volunteer hours after school to tutor at two nearby elementary schools which benefits the elementary students' achievement potential as well as adding to the high schools community service record to support potential scholarships. Each of the school's career-based programs operates an advisory board that has community members as business partners. These partners participate an array of contributions such as job shadowing opportunities, guest speakers, field trips, monetary funds, and equipment. The career-based programs that operate as a business enterprise enlist local businesses as customers which supports the business operating funds. Local community restaurants contribute food and/or merchandise toward fundraising activities for school programs. The principal and assistant principal attend local Chamber of Commerce education events to strengthen community partnerships.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

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

| Name              | Title               |
|-------------------|---------------------|
| Kindel, Deborah   | Assistant Principal |
| McGuire, Joel     | Principal           |
| Clevenger, Steven | Assistant Principal |

**Duties**

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

The principal and two assistant principals are responsible for teacher supervision and classroom observation with each having one-third of the staff for observations purposes. One assistant principal is responsible for student supervision, attendance, and building operations. The other assistant principal is responsible for curriculum development, professional development, and budget. The principal, as manager of personnel, assigns and coordinates responsibilities for the assistant principals. The Leadership Team meets every two weeks to review achievement data and school climate.

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

Each spring, students in grades 8-11 register for classes for the following school year. From the course registration data, a master schedule is developed that reflects both student choices and satisfies course requirements for graduation. Each content department has a department chair that

assists with determining curriculum needs and communicating those needs to the assistant principal. Each department is allocated a portion of the operational budget based upon the number of department members and level of consumable materials. The department chair utilizes the allocated funds based upon instructional needs subject to approval of purchases by the assistant principal. Funding is managed through spreadsheets via SAP. The assistant principal in quarterly meetings with the department chairs is responsible for appropriate allocations of funds.

### School Advisory Council (SAC)

#### Membership

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

| Name               | Stakeholder Group          |
|--------------------|----------------------------|
| Joel Mcguire       | Principal                  |
| Deborah Kindel     | Education Support Employee |
| Steven Clevenger   | Education Support Employee |
| Milcah Bentley     | Education Support Employee |
| Portia Lewis       | Education Support Employee |
|                    | Student                    |
| Nilda Rivera       | Education Support Employee |
| Rachel Rios        | Education Support Employee |
| Veronica Berry     | Business/Community         |
| Patricia Salary    | Business/Community         |
| Helen Johnson      | Parent                     |
| Vicki Howell       | Parent                     |
| Bernadette Pilkey  | Business/Community         |
| Louise Volpe       | Business/Community         |
| Diana Acevedo      | Business/Community         |
| Kara Jostes        | Parent                     |
| Luciano Vera       | Business/Community         |
| Dawn Edinger       | Parent                     |
| Tresa Warner       | Parent                     |
| Leza Breckinridge  | Business/Community         |
| Debra Kegley       | Parent                     |
| Molly Lee          | Parent                     |
| Frank Papadopoulos | Parent                     |
| Nancy Woolcock     | Education Support Employee |
| Alaina Brown       | Student                    |
| Anthony Arnold     | Student                    |
| Rodajai Burke      | Student                    |
| Roshee Patel       | Student                    |
| Joel Cuevas        | Student                    |
| Miguel Mejia       | Student                    |

## Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

Evaluation of the previous school improvement plan will occur during the first SAC meeting, Sept. 8, 2014. SAC members will review goals and available data related to progress on those goals. SAC members can provide comments and recommendations.

*Development of this school improvement plan*

At the first SAC meeting, Sept. 8, 2014, and ongoing, the current year school improvement plan will be reviewed and SAC members can make recommendations for changes as data is generated during the year.

*Preparation of the school's annual budget and plan*

The 2014/2015 school budget was prepared with SAC review and approval at the April 2014 SAC meeting.

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

\$1000 - After School Tutoring

\$500 - Algebra 1 EOC tutoring

\$5,000 - Summer Credit Recovery

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

## Literacy Leadership Team (LLT)

### Membership

Identify the name, email address and position title for each member of the school-based LLT.:

| Name            | Title               |
|-----------------|---------------------|
| Kindel, Deborah | Assistant Principal |
| McGuire, Joel   | Principal           |
| Hansell, Kelly  | Teacher, K-12       |
| Hurtak, Raymond | Teacher, K-12       |

### Duties

**Describe how the LLT promotes literacy within the school**

The LLT meets bi-weekly to determine the literacy focus and discuss strategies to promote literacy school-wide. A focus this year is on using multiple sources of reading and text-based questions in all subjects. A training was delivered to teachers of all subject areas on these strategies in August 2014. Another focus has been on expanding classroom libraries to encourage student reading.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Teachers follow an established year-long schedule of at least twice each month for collaborative planning meetings based upon their content during the year. Teachers also collaborate on 9-week and semester common assessments.

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

The principal and assistant principal work with the district recruiting office as instructional positions open to maintain a qualified and diverse staff. An annual survey is completed by teachers to determine the professional needs that can be met through school-wide or opportunity for individual development. School professional development is developed in part from a base of teacher needs. Time is allocated at least twice each month for professional collaboration so that teachers can share and develop expertise.

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

Teachers that are new to the profession are mentored by the content area department chair with monthly meetings as part of the responsibility of that position. New teachers are also assigned to a leadership team member that meets with them monthly. New teachers may also be assigned a mentor through the PEC program if applicable.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Teachers follow the district developed learning maps which are aligned with the Florida Standards. Many teachers have received professional development over the past two years, at the district and school level, on the new standards. Teachers engage in collaborative planning bi-monthly to align instruction to the new standards. New material purchases are implemented in the appropriate subject area classrooms.

#### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Students are placed in tiered level courses, such as intensive math or intensive reading, according to the state assessment performance levels. For differentiation, Journeys and Achieve 3000 curriculum materials are based upon lexiles and assigned according to student reading levels. ESE Support Facilitators are in content areas as needed by students requiring additional assistance through their IEP. As the year progresses, ESE students struggling in Algebra will be placed with a math certified ESE teacher for smaller group setting and more intensive assistance.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy: After School Program**

**Minutes added to school year: 300**

Test preparation for Algebra 1 EOC and FCAT Reading retakes.

**Strategy Rationale**

Additional support for students needing to meet a graduation requirement.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Kindel, Deborah, [deborah.kindel@polk-fl.net](mailto:deborah.kindel@polk-fl.net)

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

The percentage of students passing the related EOC or FCAT that participated in the after school tutoring.

**Strategy: Summer Program**

**Minutes added to school year: 4,500**

Credit Recovery Program to assist students in acquiring graduation credits.

**Strategy Rationale**

To improve the graduation rate.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Kindel, Deborah, [deborah.kindel@polk-fl.net](mailto:deborah.kindel@polk-fl.net)

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

The percentage of students earning at least a half credit in the summer program.

**Strategy: After School Program**

**Minutes added to school year: 600**

AP Test Preparation.

**Strategy Rationale**

Additional support for students taking an AP exam.

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

Kindel, Deborah, [deborah.kindel@polk-fl.net](mailto:deborah.kindel@polk-fl.net)

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

The percentage of students passing the AP exam that participated in the after school tutoring.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

For incoming cohorts, an articulation meeting occurs between the high school administration/guidance and the middle school administration/guidance during the 1st semester to discuss and share information related to the pending transition to high school for the next school year. In January, an 8th grade parent meeting occurs for students transitioning to 9th grade. In February/March, high school counselors meet with 8th grade students at the middle schools to share course information and to begin the registration process.

For outgoing cohorts, the high school hosts college admission visits by both public and private Florida colleges. Each fall, the high school hosts a college financial aid information event for parents and students. The high school also employs a college and career specialists that advises students and meets with parents. On campus dual enrollment courses and advanced placement courses are offered so that students can begin transitioning to acquiring college credits and learning college performance expectations while still in high school.

**College and Career Readiness**

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

Lake Region offers 8 career academies, including IMAG, Law, Culinary, Child Development, Fashion Design, Agriculture, Business Management & Finance, and Medical in which students may participate. In addition to the academies, students may engage in web design, media productions, visual and performing arts, and JROTC which provides experience in career areas. The school is partnered with the Winter Haven Chamber of Commerce Public Education Partnership group which provides job shadowing opportunities and guest speakers for CTE students.

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



Several career and technical education programs are available for students -  
IMAG (marketing and communications technology)

Law

Culinary

Childhood Education

Fashion Design

Agriculture

Business Management & Finance

Medical

TV Media Production

JROTC

Within these areas are several certifications-

Apple Final Cut Pro X

Adobe Illustrator

Adobe Photoshop

Adobe Dreamweaver

EKG Technician

Microsoft Office Specialist

MSSC

NALS

Serve Safe

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

Through the academy structure, Lake Region has merged different career and technical areas: Marketing and Communications technology integrates the related courses of TV media production or web design as appropriate to student interests. Robotics and Engineering with a focus on manufacturing are paired. Visual arts and Fashion Design are paired to expand students understanding of interconnected fields of study. Through the first year implementation of wall-to-wall academies, the academic subjects of English, science, and social studies are cohorted with career and technical academies.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

The school-based leadership team analyzes the High School Feedback Report to determine the strengths, weaknesses, and problem solve gaps in data. Since the data is delayed by two years, effective change is not quickly evidenced. Current strategies to increase postsecondary readiness include- administering the PERT test in 11th grade to determine college readiness in math and reading with appropriate course placement based upon results; ACT preparation through the 11th/ 12th grade reading courses; promote student participation in acceleration courses such as AP and dual enrollment; utilize a college and career specialist to advise students and parents on college admission and financial aid; and promote the existing partnership with Polk State through articulation events.



## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** By Spring 2015, the percentage of students scoring at or above a level of proficient as indicated by FS-AIR Reading Assessment will increase.
- G2.** By spring 2015, the percentage of students scoring at or above proficiency level on the Florida Standards Assessment for Mathematics will increase.
- G3.** By spring 2015, the percentage of students who score at or above a level proficiency on the NGSSS Biology End of Course exam will increase.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** By Spring 2015, the percentage of students scoring at or above a level of proficient as indicated by FS-AIR Reading Assessment will increase. 1a

G041786

**Targets Supported** 1b

| Indicator                                      | Annual Target |
|--|---------------|
| FSA - English Language Arts - Proficiency Rate | 46.0          |
| ELA/Reading Lowest 25% Gains                   | 64.0          |
| ELA/Reading Gains                              | 60.0          |

**Resources Available to Support the Goal** 2

- Newly purchased Voyager Journeys Curriculum
- District provided program Acheive 3000 for Level 2 students
- FAIR
- Improve
- Edge Curriculum and materials

**Targeted Barriers to Achieving the Goal** 3

- Students lack of vocabulary and background knowledge needed to successfully comprehend grade level text.

**Plan to Monitor Progress Toward G1.** 8

FAIR Testing Reports

**Person Responsible**

Steven Clevenger

**Schedule**

Quarterly, from 9/15/2014 to 5/1/2015

**Evidence of Completion**

FAIR reports will show an increase in comprehension, fluency and word analysis

**G2.** By spring 2015, the percentage of students scoring at or above proficiency level on the Florida Standards Assessment for Mathematics will increase. 1a

G041785

**Targets Supported** 1b

| Indicator                            | Annual Target |
|--------------------------------------|---------------|
| FSA - Mathematics - Proficiency Rate | 52.0          |
| Math Lowest 25% Gains                | 64.0          |
| Math Gains                           | 64.0          |

**Resources Available to Support the Goal** 2

- New curriculum materials for Algebra 1, Geometry, and Algebra 2 aligned with the Florida Standards.
- Extended Learning Funds to provide additional instructional support after school.
- Curriculum Maps that are aligned to the Florida Standards.
- Agile Mind Algebra 1 program that promotes student engagement.

**Targeted Barriers to Achieving the Goal** 3

- Instruction - Teacher knowledge and skill in implementing the new Florida Standards for math.

**Plan to Monitor Progress Toward G2.** 8

Data from the IMPROVE assessments, AGILE Mind Algebra 1 assessments, and math Quarter and Semester exams will be reviewed by the school based leadership team and math teachers each quarter.

**Person Responsible**

Deborah Kindel

**Schedule**

Quarterly, from 9/30/2014 to 3/13/2015

**Evidence of Completion**

Item analysis of common assessment data will be analyzed each quarter period to determine student progress on each standard to inform instructional needs. Interim assessments from the IMPROVE will function in the same manner. Agile Mind assessments will provide the data on student progress through each level of the program.

**G3.** By spring 2015, the percentage of students who score at or above a level proficiency on the NGSSS Biology End of Course exam will increase. 1a

G041784

**Targets Supported** 1b

| Indicator      | Annual Target |
|----------------|---------------|
| Bio I EOC Pass | 56.0          |

**Resources Available to Support the Goal** 2

- Achieve 3000
- District purchased textbooks.
- 

**Targeted Barriers to Achieving the Goal** 3

- Student comprehension levels are below grade level.
- Teacher knowledge and understanding of aligning the depth of the standards to instruction

**Plan to Monitor Progress Toward G3.** 8

Improve results and teacher quarterly assessments, and Biology EOC will show improvement in students scores.

**Person Responsible**

Deborah Kindel

**Schedule**

Quarterly, from 9/30/2014 to 4/8/2015

**Evidence of Completion**

Reports from Improve and item analysis of teacher assessments

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key


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

**1** = Problem Solving Step       **S123456** = Quick Key

**G1.** By Spring 2015, the percentage of students scoring at or above a level of proficient as indicated by FS-AIR Reading Assessment will increase. **1**

 **G041786**

**G1.B1** Students lack of vocabulary and background knowledge needed to successfully comprehend grade level text. **2**

 **B104593**

**G1.B1.S1** In reading courses, specific instruction will be given in regards to prefixes, root words, and suffixes. **4**

 **S115825**

### Strategy Rationale

By teaching students to understand and know the word parts, students will have access to increased vocabulary as a result of understanding the parts rather than if they were taught specific word lists.

### Action Step 1 **5**

Reading teachers will engage in collaborative planning to develop instruction which incorporates word parts: prefixes, root words and suffixes to students.

### Person Responsible

Kelly Hansell

### Schedule

Monthly, from 9/30/2014 to 4/6/2016

### Evidence of Completion

Student work samples, observation of lessons during classroom walk throughs,

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

Classroom Walk throughs and Teacher Observations will be conducted by the LRHS Administrators.

**Person Responsible**

Steven Clevenger

**Schedule**

Monthly, from 9/10/2014 to 4/8/2015

***Evidence of Completion***

Teacher Meeting minutes, lesson plans, and teacher observation documents

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

FAIR results as progress monitoring

**Person Responsible**

Deborah Kindel

**Schedule**

Monthly, from 9/15/2014 to 4/8/2015

***Evidence of Completion***

Student progress on reading comprehension, fluency, and word analysis as indicated on the FAIR test

**G1.B1.S2** Specific strategies/practices that help students summarize and infer will be taught in all content areas. **4**

 S115860

### **Strategy Rationale**

Summarizing is a strategy that will help students process what has been read and help them reach understanding.

### **Action Step 1** **5**

Teachers will incorporate summarization strategies across all contents.

#### **Person Responsible**

Joel McGuire

#### **Schedule**

Daily, from 9/15/2014 to 3/30/2015

#### ***Evidence of Completion***

Lesson plans, observation during classroom walk throughs

### **Plan to Monitor Fidelity of Implementation of G1.B1.S2** **6**

Classroom Walk throughs and Teacher Observations will be conducted by the LRHS Administrators.

#### **Person Responsible**

Joel McGuire

#### **Schedule**

Weekly, from 9/30/2014 to 3/30/2015

#### ***Evidence of Completion***

Lesson plan documents will show summarizing strategies, Evaluation instruments will show evidence of summarizing being utilized.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

FAIR Reports will be analyzed and discussed.

**Person Responsible**

Kelly Hansell


**Schedule**

Semiannually, from 9/30/2014 to 4/8/2015


**Evidence of Completion**

FAIR results will indicate improvement in comprehension and fluency during the year.

**G2.** By spring 2015, the percentage of students scoring at or above proficiency level on the Florida Standards Assessment for Mathematics will increase. 1

 G041785

**G2.B2** Instruction - Teacher knowledge and skill in implementing the new Florida Standards for math. 2

 B104542

**G2.B2.S1** Provide teacher collaboration time with a focus on aligning new standards to instruction. 4

 S115719

**Strategy Rationale**

With at least one math teacher having attended a state training on the new standards, professional development time will be designated to work on the standards.

**Action Step 1** 5

A monthly schedule is developed that designates dates/times for math teacher collaboration on aligning instruction to FS Standards guided by an agenda.

**Person Responsible**

Deborah Kindel

**Schedule**

Quarterly, from 9/30/2014 to 3/18/2015

**Evidence of Completion**

The minutes generated from the scheduled teacher collaboration meetings and teacher lesson plans.



## Action Step 2 5

Provide teachers with classroom release time to attend district level training on Florida Standards and Curriculum Materials when the opportunities are available.

### **Person Responsible**

Deborah Kindel

### **Schedule**

On 1/9/2015

### ***Evidence of Completion***

The attendance verification at district meetings.

## Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Classroom Walk throughs and Teacher Observations will be conducted by the LRHS Administrators.

### **Person Responsible**

Deborah Kindel

### **Schedule**

Monthly, from 9/10/2014 to 3/18/2015

### ***Evidence of Completion***

Planning meeting minutes, lesson plans, and teacher observation documents

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

Student progress on Agile Mind Reports, IMPROVE data, and teacher developed assessments will be reviewed by math teachers and administration

### **Person Responsible**

Deborah Kindel

### **Schedule**

Quarterly, from 9/10/2014 to 4/15/2015


### ***Evidence of Completion***

Improvement trend on IAgile Mind reports, IMPROVE results, and on item analysis of student performance data from 9 week and semester assessments


**G3.** By spring 2015, the percentage of students who score at or above a level proficiency on the NGSSS Biology End of Course exam will increase. **1**

 G041784

**G3.B2** Student comprehension levels are below grade level. **2**

 B104670

**G3.B2.S1** Incorporate CISM lesson activities at least once per 9 weeks. **4**

 S115885

### **Strategy Rationale**

CISM lessons are very specific in guiding students to revisit text, take appropriate notes and achieve comprehension.

### **Action Step 1** **5**

Teachers will develop and use a CISM lesson plan at least once per nine weeks.

#### **Person Responsible**

Deborah Kindel

#### **Schedule**

Quarterly, from 9/30/2014 to 3/30/2015

#### ***Evidence of Completion***

Student work samples and/or Teacher Lesson Plans

### **Plan to Monitor Fidelity of Implementation of G3.B2.S1** **6**

Biology teachers will submit their CISM lesson plan at least once per nine weeks.

#### **Person Responsible**

Deborah Kindel

#### **Schedule**

Quarterly, from 9/30/2014 to 3/30/2015

#### ***Evidence of Completion***

Teacher Lesson Plans, Student work samples of completed CISM

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

Lesson plans will be checked, teachers will be asked to provide student work samples

**Person Responsible**

Deborah Kindel


**Schedule**

Quarterly, from 9/30/2014 to 3/30/2015

**Evidence of Completion**

Lesson Plans showing CISM, completed student work samples

**G3.B2.S2 Increase content related reading through the use of Achieve 3000.** 4

 S115887

**Strategy Rationale**

Achieve 3000 is lexiled and allows all students to access the same content at their individual reading level. Monthly, the lexile is evaluated and increased when appropriate.

**Action Step 1** 5

Biology teachers will utilize the program Achieve 3000 to assign content related reading while reading teachers will provide support in the students' reading courses.

**Person Responsible**

Deborah Kindel

**Schedule**

Monthly, from 9/30/2014 to 9/30/2014

**Evidence of Completion**

Achieve 3000 score reports

**Plan to Monitor Fidelity of Implementation of G3.B2.S2** 6

Achieve 3000 reports will be checked

**Person Responsible**

Kelly Hansell

**Schedule**

Monthly, from 9/30/2014 to 3/30/2015

***Evidence of Completion***

Score reports will show increase in lexiles and students will be achieving success on the assigned content.

**Plan to Monitor Effectiveness of Implementation of G3.B2.S2** 7

Achieve 3000 Results will be monitored

**Person Responsible**

Kelly Hansell


**Schedule**

Monthly, from 9/30/2014 to 3/30/2015


***Evidence of Completion***

Achieve 3000 reports will be maintained showing student and teacher usage.

**G3.B3** Teacher knowledge and understanding of aligning the depth of the standards to instruction **2**

 B104671

**G3.B3.S1** Provide teacher collaboration time with a focus on aligning instruction to the depth of the standards. **4**

 S150313

**Strategy Rationale**

With increasing the reading complexity of biology content and student tasks, teachers must have professional development time to work on aligning their instruction to the standards.

**Action Step 1** **5**

A monthly schedule is developed that designates dates/times for biology teacher collaboration on aligning instruction to the Standards guided by an agenda.

**Person Responsible**

Deborah Kindel

**Schedule**

Monthly, from 9/10/2014 to 4/8/2015

***Evidence of Completion***

The minutes generated from the scheduled teacher collaboration meetings and teacher lesson plans.

**Action Step 2** **5**

Provide training to biology teachers on the 5E Model of instruction that aligns with the standards

**Person Responsible**

Deborah Kindel

**Schedule**

Quarterly, from 10/20/2014 to 4/8/2015

***Evidence of Completion***

Classroom walkthroughs and teacher lesson plans

## Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Classroom Walk throughs and Teacher Observations will be conducted by the LRHS Administrators.

### Person Responsible

Deborah Kindel

### Schedule

Weekly, from 9/10/2014 to 4/8/2015

### Evidence of Completion

Lesson plan documents and teacher observation documents

## Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Student progress on IMPROVE data, and teacher developed assessments will be reviewed by biology teachers and administration

### Person Responsible

Deborah Kindel

### Schedule

Quarterly, from 9/10/2014 to 4/8/2015

### Evidence of Completion

Improvement trend on IMPROVE results, and on item analysis of student performance data from 9 week and semester assessments

## Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

| Source      | Task, Action Step or Monitoring Activity  | Who             | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/ End Date  |
|-------------|---|-----------------|-------------------------------|---|---------------------|
| G1.B1.S1.A1 | Reading teachers will engage in collaborative planning to develop instruction which incorporates word parts: prefixes, root words and suffixes to students. | Hansell, Kelly  | 9/30/2014                     | Student work samples, observation of lessons during classroom walk throughs,                      | 4/6/2016 monthly    |
| G1.B1.S2.A1 | Teachers will incorporate summarization strategies across all contents.   | McGuire, Joel   | 9/15/2014                     | Lesson plans, observation during classroom walk throughs  | 3/30/2015 daily     |
| G2.B2.S1.A1 | A monthly schedule is developed that designates dates/times for math teacher collaboration on aligning instruction to FS Standards guided by an agenda.     | Kindel, Deborah | 9/30/2014                     | The minutes generated from the scheduled teacher collaboration meetings and teacher lesson plans. | 3/18/2015 quarterly |

**Polk - 1991 - Lake Region High School - 2014-15 SIP**  
*Lake Region High School*

| Source       | Task, Action Step or Monitoring Activity  | Who               | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/ End Date    |
|--------------|---|-------------------|-------------------------------|---|-----------------------|
| G3.B2.S1.A1  | Teachers will develop and use a CISM lesson plan at least once per nine weeks.  | Kindel, Deborah   | 9/30/2014                     | Student work samples and/or Teacher Lesson Plans  | 3/30/2015 quarterly   |
| G3.B2.S2.A1  | Biology teachers will utilize the program Acheive 3000 to assign content related reading while reading teachers will provide support in the students' reading courses.                        | Kindel, Deborah   | 9/30/2014                     | Achieve 3000 score reports  | 9/30/2014 monthly     |
| G3.B3.S1.A1  | A monthly schedule is developed that designates dates/times for biology teacher collaboration on aligning instruction to the Standards guided by an agenda.                                   | Kindel, Deborah   | 9/10/2014                     | The minutes generated from the scheduled teacher collaboration meetings and teacher lesson plans.   | 4/8/2015 monthly      |
| G2.B2.S1.A2  | Provide teachers with classroom release time to attend district level training on Florida Standards and Curriculum Materials when the opportunities are available.                            | Kindel, Deborah   | 9/12/2014                     | The attendance verification at district meetings.   | 1/9/2015 one-time     |
| G3.B3.S1.A2  | Provide training to biology teachers on the 5E Model of instruction that aligns with the standards  | Kindel, Deborah   | 10/20/2014                    | Classroom walkthroughs and teacher lesson plans   | 4/8/2015 quarterly    |
| G1.MA1       | FAIR Testing Reports  | Clevenger, Steven | 9/15/2014                     | FAIR reports will show an increase in comprehension, fluency and word analysis  | 5/1/2015 quarterly    |
| G1.B1.S1.MA1 | FAIR results as progress monitoring   | Kindel, Deborah   | 9/15/2014                     | Student progress on reading comprehension, fluency, and word analysis as indicated on the FAIR test   | 4/8/2015 monthly      |
| G1.B1.S1.MA1 | Classroom Walk throughs and Teacher Observations will be conducted by the LRHS Administrators.  | Clevenger, Steven | 9/10/2014                     | Teacher Meeting minutes, lesson plans, and teacher observation documents  | 4/8/2015 monthly      |
| G1.B1.S2.MA1 | FAIR Reports will be analyzed and discussed.  | Hansell, Kelly    | 9/30/2014                     | FAIR results will indicate improvement in comprehension and fluency during the year.  | 4/8/2015 semiannually |
| G1.B1.S2.MA1 | Classroom Walk throughs and Teacher Observations will be conducted by the LRHS Administrators.  | McGuire, Joel     | 9/30/2014                     | Lesson plan documents will show summarizing strategies, Evaluation instruments will show evidence of summarizing being utilized.  | 3/30/2015 weekly      |
| G2.MA1       | Data from the IMPROVE assessments, AGILE Mind Algebra 1 assessments, and math Quarter and Semester exams will be reviewed by the school based leadership team and math teachers each quarter. | Kindel, Deborah   | 9/30/2014                     | Item analysis of common assessment data will be analyzed each quarter period to determine student progress on each standard to inform instructional needs. Interim assessments from the IMPROVE will function in the same manner. Agile Mind assessments will provide the data on student progress through each level of the program. | 3/13/2015 quarterly   |
| G2.B2.S1.MA1 | Student progress on Agile Mind Reports, IMPROVE data, and teacher developed assessments will be reviewed by math teachers and administration  | Kindel, Deborah   | 9/10/2014                     | Improvement trend on IAgile Mind reports, IMPROVE results, and on item analysis of student performance data from 9 week and semester assessments  | 4/15/2015 quarterly   |
| G2.B2.S1.MA1 | Classroom Walk throughs and Teacher Observations will be conducted by the LRHS Administrators.  | Kindel, Deborah   | 9/10/2014                     | Planning meeting minutes, lesson plans, and teacher observation documents   | 3/18/2015 monthly     |
| G3.MA1       | Improve results and teacher quarterly assessments, and Biology EOC will show improvement in students scores.  | Kindel, Deborah   | 9/30/2014                     | Reports from Improve and item analysis of teacher assessments   | 4/8/2015 quarterly    |
| G3.B2.S1.MA1 | Lesson plans will be checked, teachers will be asked to provide student work samples  | Kindel, Deborah   | 9/30/2014                     | Lesson Plans showing CISM, completed student work samples   | 3/30/2015 quarterly   |

**Polk - 1991 - Lake Region High School - 2014-15 SIP**  
*Lake Region High School*

| Source       | Task, Action Step or Monitoring Activity  | Who             | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/ End Date  |
|--------------|---|-----------------|-------------------------------|---|---------------------|
| G3.B2.S1.MA1 | Biology teachers will submit their CISM lesson plan at least once per nine weeks.   | Kindel, Deborah | 9/30/2014                     | Teacher Lesson Plans, Student work samples of completed CISM  | 3/30/2015 quarterly |
| G3.B3.S1.MA1 | Student progress on IMPROVE data, and teacher developed assessments will be reviewed by biology teachers and administration | Kindel, Deborah | 9/10/2014                     | Improvement trend on IMPROVE results, and on item analysis of student performance data from 9 week and semester assessments | 4/8/2015 quarterly  |
| G3.B3.S1.MA1 | Classroom Walk throughs and Teacher Observations will be conducted by the LRHS Administrators.                              | Kindel, Deborah | 9/10/2014                     | Lesson plan documents and teacher observation documents   | 4/8/2015 weekly     |
| G3.B2.S2.MA1 | Achieve 3000 Results will be monitored  | Hansell, Kelly  | 9/30/2014                     | Achieve 3000 reports will be maintained showing student and teacher usage.  | 3/30/2015 monthly   |
| G3.B2.S2.MA1 | Acheive 3000 reports will be checked  | Hansell, Kelly  | 9/30/2014                     | Score reports will show increase in lexiles and students will be achieving success on the assigned content.                 | 3/30/2015 monthly   |

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*



## Professional Development Opportunities

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

**G1.** By Spring 2015, the percentage of students scoring at or above a level of proficient as indicated by FS-AIR Reading Assessment will increase.

**G1.B1** Students lack of vocabulary and background knowledge needed to successfully comprehend grade level text.

**G1.B1.S1** In reading courses, specific instruction will be given in regards to prefixes, root words, and suffixes.

### PD Opportunity 1

Reading teachers will engage in collaborative planning to develop instruction which incorporates word parts: prefixes, root words and suffixes to students.

#### Facilitator

Kelly Hansell

#### Participants

reading teachers

#### Schedule

Monthly, from 9/30/2014 to 4/6/2016

**G1.B1.S2** Specific strategies/practices that help students summarize and infer will be taught in all content areas.

### PD Opportunity 1

Teachers will incorporate summarization strategies across all contents.

#### Facilitator

Deborah Kindel, Ed.D.

#### Participants

All teachers-

#### Schedule

Daily, from 9/15/2014 to 3/30/2015

**G2.** By spring 2015, the percentage of students scoring at or above proficiency level on the Florida Standards Assessment for Mathematics will increase.

**G2.B2** Instruction - Teacher knowledge and skill in implementing the new Florida Standards for math.

**G2.B2.S1** Provide teacher collaboration time with a focus on aligning new standards to instruction.

**PD Opportunity 1**

A monthly schedule is developed that designates dates/times for math teacher collaboration on aligning instruction to FS Standards guided by an agenda.

**Facilitator**

Deborah Kindel

**Participants**

Math Teachers

**Schedule**

Quarterly, from 9/30/2014 to 3/18/2015

**PD Opportunity 2**

Provide teachers with classroom release time to attend district level training on Florida Standards and Curriculum Materials when the opportunities are available.

**Facilitator**

District Personnel

**Participants**

Math Teachers

**Schedule**

On 1/9/2015

**G3.** By spring 2015, the percentage of students who score at or above a level proficiency on the NGSSS Biology End of Course exam will increase.

**G3.B2** Student comprehension levels are below grade level.

**G3.B2.S2** Increase content related reading through the use of Achieve 3000.

**PD Opportunity 1**

Biology teachers will utilize the program Achieve 3000 to assign content related reading while reading teachers will provide support in the students' reading courses.

**Facilitator**

District personnel

**Participants**

Teachers with Achieve 3000 access.

**Schedule**

Monthly, from 9/30/2014 to 9/30/2014

**G3.B3** Teacher knowledge and understanding of aligning the depth of the standards to instruction

**G3.B3.S1** Provide teacher collaboration time with a focus on aligning instruction to the depth of the standards.

**PD Opportunity 1**

A monthly schedule is developed that designates dates/times for biology teacher collaboration on aligning instruction to the Standards guided by an agenda.

**Facilitator**

Deborah Kindel

**Participants**

biology teachers

**Schedule**

Monthly, from 9/10/2014 to 4/8/2015

## **PD Opportunity 2**

Provide training to biology teachers on the 5E Model of instruction that aligns with the standards

### **Facilitator**

Dawn Edinger

### **Participants**

science teachers

### **Schedule**

Quarterly, from 10/20/2014 to 4/8/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

| Description | Total |
|-------------|-------|
| Grand Total | 0     |