

Lakeland Senior High School



2014-15 School Improvement Plan

Lakeland Senior High School

726 HOLLINGSWORTH RD, Lakeland, FL 33801

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

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

46%

Alternative/ESE Center

No

Charter School

No

Minority

48%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	A	B	B

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	Ella Thompson
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 Lakeland High School is to provide a rigorous and relevant education anchored in excellence and tradition. Harrison School for the Arts provides an opportunity for talented students to develop their artistic and academic abilities to the fullest extent, instilling in each student self-discipline, self-esteem, and a working knowledge of and greater appreciation for the arts.

Provide the school's vision statement

Not applicable.

School Environment

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

The school begins to develop relationships with students and parents beginning in middle school as we prepare for high school registration. Each spring Lakeland High School conducts a 9th grade orientation where students and families meet the faculty and staff at the high school. As part of orientation, the school puts on an academic and extra-curricular fair where prospective students and parents are able to visit with teachers, current students and community members that have an active role in the school including coaches, business partners and representatives of the School Advisory Council. The guidance counselors also visit each middle school to meet with prospective students and parents to facilitate high school registration. In August of each year prior to school beginning a 9th Grade Preview is conducted. At the Preview students and parents are able to obtain student schedules, visit the campus, meet with counselors and administrators and begin to 'settle in' to high school. Counselors also conduct grade level student conferences each year; the conferences allow the counselors to better plan for the students academically and socially and fosters the development of genuine and meaningful relationships. The school also sets clear expectations for acceptable student behavior and classroom procedures are established, communicated, and modeled. This is kicked-off at the beginning of the year with grade level meetings. The grade level meetings continue at the beginning of each quarter and conversations between students and teachers continue throughout the year. This year, 2014-2015, the Principal's Leadership Cabinet was created to involve students in the decisions that are made throughout the school. This builds the relationship between students and staff and fosters open communication with students, parents, and school.

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

At each and every parent and student meeting, the administrative staff stresses the importance of student safety and security through a partnership with all stakeholders. Students are also expected to take responsibility for campus wide safety and security by reporting concerns and sharing observations with staff members. The school provides supervision for the school before, during, and after schools ensuring a safe and orderly environment. Students are expected to exit campus by 2:15 or report to the designated staff member responsible for providing supervision of any scheduled after school activities. Morning announcements given by the principal provide students and staff with positive feed back about the great things that are happening at the school. The school has two

Lakeland Police Department resource officers that are visible throughout the campus and interact with the students in a positive manner which creates an environment of trust and respect.

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

The school-wide behavioral system, based on the Polk County Code of Conduct, is developed and revised each year by a committee consisting of the assistant principal of administration, deans, and teacher groups that wish to assist in developing a plan of action. This is reflective of the direction provided by the principal. When the plan is complete, the assistant principal meets with the staff in small groups and with the entire staff at a later time to reinforce directives including expectations for students, staff, procedures and school wide policies. Teachers and staff also receive a staff handbook that provides clear and concise expectations for duties and responsibilities. At the beginning of each 9 weeks, grade level meetings occur with students to reinforce protocols and understanding of what issues need immediate attention for all stakeholders.

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

A core belief at LHS and Harrison is that all staff members are responsible for all students. Teachers develop task-oriented classrooms while meeting the social and emotional needs of students through mutual respect and rapport. Most all teachers have had some sort of training in recognizing student behavior or a crying out for help. Teachers take appropriate action immediately to address any students in crisis.

Guidance counselors also conduct grade level student conferences each year; the conferences allow the counselors to better plan for the students academically and socially and fosters the development of genuine and meaningful relationships. Counselors make themselves available to students throughout the day and/or by appointment.

Students also access contracted mental health counseling through IEP's. The school psychologist is 'housed' next door at Harrison and is available for students by referral and/or appointments. The school social worker is also used to support students/parents that have social-emotional needs. Student peer mentoring occurs through Leadership Cadre, with students placed case by case and teacher referral. These students not only mentor, but tutor when necessary. They are top students that lead by example and are great role models to all students.

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

The goal of Lakeland High School's EARLY WARNING SYSTEM (EWS) is to increase the overall, at-risk, and minority graduation rate by identifying and addressing student barriers. The EWS will monitor individual students on key indicators of potential dropouts with regularly scheduled reports, initially to school administrators, and eventually to teachers, school counselors, and parents of identified students who are off track and need more intensive supports.

The system will monitor students who are falling behind on academic knowledge and skills so that schools can provide extra help and interventions such as: mentoring, tutoring, targeted literacy and math curricula support, extended school time, and a wide range of other supports to keep students on track for graduation.

The EWS provides a list of each student in the following categories:

*Absent 10% or more of the days enrolled

- *Credits earned are less than required for student progress
- *GPA below 2.0
- *Number of failures in core courses greater than 1
- *Over-age 2 or more years for the grade level
- *Total number of ISS/OSS days is greater than 3

The faculty at Lakeland High School also uses 'IDEAS,' an in-house data tool that provides administrators, counselors and teachers with information on each student. Available data includes:

- *State assessment information including history of FCAT, SAT 10, FAAR, EOC, CELLA
 - *Progress Monitoring information including FAIR, Writing Progress Monitoring
 - *Fluency information (FAIR Data)
 - *At-risk status-Level 1 or 2 in FCAT reading and math for 8th grade
 - *ESE information
 - *ESOL information
 - *504 information
 - *Socioeconomic status
 - *Retained data
 - *Absence rate
 - *College Readiness Testing including PERT, ACT, SAT, PSAT
- English Language Arts and Mathematics teachers also receive a report of the course history for every student in their subject area. This permits teachers to confirm appropriate enrollment and recommended course progression for each student.

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
	9	10	11	12	
Attendance below 90 percent	101	92	78	73	344
One or more suspensions	87	73	45	24	229
Course failure in ELA or Math	118	150	64	34	366
Level 1 on statewide assessment	91	88	64	22	265

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	83	122	77	22	304

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

Interventions include:

- *Sharing the Early Warning System report with administrators and counselors
- *Counselors meet with retained students within the first month of school
- *Attendance Dean schedules a parent/student meeting with all students upon the 5th absence and places the student on an attendance contract
- *ESE staff develop Behavior Intervention Plans for ESE students with patterns of behavior concerns
- *Harrison students having difficulty in academic/art classes are placed on academic or arts probation
- *Remedial teachers conduct data chats with students for goal setting purposes
- *Math level 1/2 students are placed in double block math class utilizing Agile Mind Curriculum

- *Reading level 1/2 students are placed in intensive math courses
- *Students not earning a passing Algebra EOC score are placed in remedial math course(s)
- *Assistant Principal/Deans provide intervention for students with multiple discipline concerns
- *Testing Coordinator, administrators, counselors conduct multiple meetings with seniors still needing an online course for graduation
- *Parent/teacher conferences are scheduled at student/parent/teacher request
- *Referrals to the school psychologist, social worker, tutoring, outside agencies as available
- *Supplemental academic instruction funds have been requested for algebra EOC, geometry EOC, PERT reading/math and ACT reading prep
- *ESOL tutoring is offered 2 times per week to support academic learning of ESOL students

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

In February of each year we hold a 9th grade orientation to allow parents and students an opportunity to hear as well as see what options they have at LHS and to walk the campus. Again, one week before orientation, there is a Freshman Preview where parents and students are given their schedule, walk campus, and find classes. This is an opportunity for parents and students to ask questions and gather information.

At Orientation parents and students attend an assembly, meet their teachers, and explore the various clubs and organizations available at school.

Our School Advisory Council (SAC) is open for any parent to attend. Notices of these meetings appear on the school webpage, are posted on the school marquis, and are announced via intercom prior to meetings.

Other options of communications are: Connect Ed - automated telephone messages that communicate important information and reminders of meetings.

Parent Internet Viewer - gives parent and student real time data regarding attendance, discipline, lunch account information, grades.

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

Being the only high school inside the city limits, Lakeland High School has built great relationship with the City of Lakeland. Most of the athletic facilities are off campus and maintained by the city. Obviously, the School Advisory Committee is made up of community base individuals with a vested interest in the school. Many of the school staff members are affiliated with organizations in the community and share information back and forth. There are some local and outside (away from Lakeland) that give back to the school and most importantly to the students by providing financial support in the way of scholarships to students.

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
Martinez, Art	Principal
Everett, Ann	Assistant Principal
Guenther, Leigh	Assistant Principal
Chilson, Elaine	Guidance Counselor
Goodson, Andrea	Teacher, K-12
Lane, Bernie	Other
Maurer, Leila	Teacher, K-12
Mercak, Val	Teacher, K-12
Pierce, Cheryl	Teacher, K-12
Roberts, Paul	Teacher, K-12
Salimbene, Rob	Other
Sampson, Brittany	Teacher, K-12
Williamson, Laura	Teacher, K-12
Woods, Lisa	Teacher, K-12

Duties

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

The Leadership Team is comprised of administration, guidance, testing coordinator, and teachers. Monthly meetings are a time to talk and share of progress related to student achievement. Each individual has a part of the discussion related to their discipline or expertise. The administration oversees supervision, attendance, discipline, and curriculum. Primarily, they are the instructional leaders of the school. Each teacher is responsible for their own discipline in the classroom related to student achievement. Our testing coordinator makes it possible to prepare a testing program to meet the demands of state assessments and progress monitoring. The ESE facilitator handles all issues related to the exceptional student education department, which spans from the lowest functioning students to the gifted.

Meetings occur monthly in the Principal's Conference Room. Members are expected to bring concerns from their department as well as brainstorm solutions to different concerns. The leadership team also provides the school administration with feedback regarding policies and procedures that enhance achievement and meet educational, safety and parent involvement goals. The team works together to identify areas of curriculum strengths and needs and collectively determine strategies to increase achievement. The team also supports and creates opportunities for involvement from parents and community members and contributes to and monitors the effectiveness of the School Improvement Plan strategies.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and

supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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

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

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

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Val Walsh	Business/Community
Arthur Martinez	Principal
Daryl Ward	Principal
Justin Troller	Teacher
Sandra Perlewitz	Teacher
Denai Ardis	Teacher
Tammy Dillon	Education Support Employee
Nohelia Selles	Education Support Employee
George Williams	Business/Community
Pastor Edgar Pickett	Business/Community
Frank O'Reilly	Business/Community
Shana Reed	Parent
Chase Madden	Student
Jen Bacon	Student
Haley Westcott	Student
Ronnie Horton	Parent
Leslie Norman	Parent
Stefanie Bush	Parent
Andrea Goodson	Teacher
Lesley Chambers	Education Support Employee

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

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal from both Lakeland HS and Harrison SA and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. One major role of the SAC committee is to review the SIP and ask questions related to the plan. Results of the previous year FCAT and other test result are reported and a yearly comparison is done. Committee recommendations are welcomed and appreciated.

Development of this school improvement plan

Various members of the SAC collaborated at team meetings and had direct input in the writing of the school goals. A periodic review by the entire team will be conducted at regularly scheduled SAC meetings.

Upon completion of the rough draft, the SIP is shared with the SAC and input is requested regarding goals/strategies and measurement plans.

Preparation of the school's annual budget and plan

The school's annual budget is prepared by the principal, assistant principals and the financial secretary. The budget is presented to the SAC and input is solicited. The budget is approved by the SAC.

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

Last year's school improvement funds consisted of A+ money that the school faculty voted to leave in control of the SAC for the purpose of supporting professional development activities, technology needs, classroom projects, Naughty Children's Festival.
 \$1,047.52-Professional & technical, travel and training
 \$993.28-Materials & supplies

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
Martinez, Art	Principal
Everett, Ann	Assistant Principal
Williamson, Laura	Teacher, K-12
Woods, Lisa	Teacher, K-12
Lane, Bernie	Other
Salimbene, Rob	Other
Pierce, Cheryl	Teacher, K-12
Sampson, Brittany	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The principal and the reading department chair will guide the reading leadership team in setting the agenda for the meetings. The team will focus on promoting a culture of literacy across the school. The leadership team will also review progress monitoring data in reading and writing and develop strategies to increase reading achievement.

Teachers in the English department are taking ownership of literacy and placing an importance on building our capacity for implementing complex reading passages, because the ELA assessment includes a response to two or more complex reading passage. The Text2Write training that teachers attended prior to school has provided strategies in close reading and two English teachers are continuing the work with the English department using a variety of resources to provides scholarly insight on transitioning from reading to writing.

Monthly English and Reading PLC's meetings are used to discuss activities being done to promote literacy and any measurable gains from said activities. The team will review reading progress monitoring data and brainstorm ways to address the weaker areas.

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 are given opportunities to participate in the development of the master schedule. This promotes a team approach within departments. Teachers are then assigned to professional learning communities based on the course they teach. PLC's meet a minimum of once a month and discuss lesson planning, common assessments, grading practices and policies and Best Practices in their field. Teachers within the PLC's commonly meet voluntarily to plan together and share what is or isn't working in the classroom.

Department meetings are also held monthly and provide teachers an opportunity to share concerns with the leadership team representative. Department chairs also work hard to ensure everyone (and especially new teachers) are successful and feel included in academic and social activities of the department.

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

Our instructional staff is hired through the district's online tool, RHS. RHS has been used for several years and completes preliminary screening of applicants ensuring they are highly qualified and certified for positions. The principal (or his designee) interviews and hires every position. Teachers are screened for their level of experience, expertise, enthusiasm for working with students and fellow teachers, and stress tolerance. LHS believes that by taking the time to thoroughly get to know a teacher, the better the hiring selection will be and the retention rate of teachers will remain high.

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

The first week for teachers, we hold a New teacher meeting for all new staff to the school. Lunch is provided with gifts for every new staff. We also invite key personnel to the meeting and introduce them and what they are responsible for. This helps the new staff members put a name with a face. At the meeting new teachers are paired with a more experienced teacher (department chair) within their department.

We have one teacher (an aspiring leader) who has asked to be in charge of the new teacher program and work with these teachers periodically.

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

The core instructional programs and materials are aligned to Florida's standards with the usage of state adopted resources and supplementary materials. Newly adopted curriculum support this year was secured by English, reading, math and some of the science contents. All curriculum purchases also go through the individual senior directors or curriculum specialists ensuring we're using appropriate materials.

Discussions in the collaborative planning meetings and PLC data chats help guide the teachers in the understanding and implementation of the standards.

Monitoring in the classrooms through administrative walk-throughs and the use of our in-house coaching cycle also add support that the alignment is being met.

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

Teachers were trained during pre-planning week on the FL standards and continue to be supported through the use of CPalms and collaborative lesson planning and PLC meetings. Teachers are expected to bring collected data from rigorous common assessments to their PLC sessions and through analysis of the data determine the needs of both those requiring additional support as well as those who are ready for enrichment activities.

In addition, teachers will be supported and coached in their use of small group instruction necessitated by the results of the data collection and analysis.

Teachers were given a calendar of events with meeting dates and times for Faculty meetings, PLC, and department meetings. During meetings teachers were requested to bring data that reflected what they were doing in class to determine the needs of their students, whether they were having difficulty or proficient.

The district's in house data management tool, IDEAS, provides teachers with some data as it relates to strengths and weaknesses of various FCAT tested strands, and provides overall scores on PSAT, ACT, SAT, PERT. This year the district has implemented progress monitoring testing, IMPROVE, in algebra 1, algebra 2, geometry, and earth space science. However, only school wide data will be available for the first progress monitoring window. Writing progress monitoring is also being conducted in grades 9-11. Teachers will use available data to help shape instructional focus.

The reading department is implementing Voyager Reading curriculum with the double blocked grades 9 and 10 students. Students are separated into three groups based on needs as demonstrated through FCAT/FAIR data. Teachers are learning how to conduct the differentiated classroom and continue to grow in this area.

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: 24,000

Through NHS and ESOL, students that request additional support with their studies are encouraged to attend the after school program. It is offered Monday - Thursday for one hour after school. It is peer tutoring for individual classes on homework or simply help studying for test.

Strategy Rationale

Many of our students could use the additional assistance that they may not receive at home. It also provides students the opportunity to get help after school while it still fresh on their mind. This strategy increases time for learning and affords students with the opportunity to graduate in 4 years.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Williamson, Laura, laura.williamson@polk-fl.net

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

Attendance is taken and documented because students who are tutoring receive community service hours. Student grades will also reflect the success for students attending on a regular basis. Data is collected on a quarterly basis and is analyzed to determine if students are attending and if what is being taught is effective.

Strategy: After School Program

Minutes added to school year: 3,200

After school tutoring for algebra EOC, geometry EOC, PERT math and ACT reading

Strategy Rationale

This will provide students needing focused, purposeful EOC prep or ACT/FCAT prep.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Woods, Lisa, lisa.woods@polk-fl.net

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

EOC/FCAT/ACT passing rates.

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

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

- A strong relationship is maintained with the feeder middle schools and middle school students are encouraged to attend the high school athletic and community events.
- In the Spring of each year, Lakeland High School holds a 9th grade orientation at which parents and students become acclimated with the school, faculty, and activities available at AHS.
- High school guidance counselors visit the feeder middle schools in the Spring of each year to assist 8th graders with class selection for their freshman year.
- A Freshman Preview is conducted in mid-August which allows incoming 9th grade students to obtain their schedules, meet different faculty members and walk the campus without having all of the students on campus.
- The LEA facilitator attends transitional staffings for ESE students.

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

Lakeland High School no longer has a college/career facilitator, but the Hazel Haley Foundation provides LHS with a part time college/career support person. This person sends emails to parents and teachers that register for the updates, publishes and distributed a college scholarship bulletin and reminder and provides individual and group counseling for college and career needs.

- The College and Career facilitator visits classes to discuss options after high school and how to prepare.
- Juniors and Seniors have conferences with guidance counselors to ensure their credits and classes are on track for graduation and the transition into college. After meeting with the guidance counselor students then meet with the college/career facilitator to discuss needs and goals.
- Dual enrollment classes in partnership with Polk State College.
- Visits with college, career, and military recruiters on campus throughout the year.

Outgoing seniors specifically participate in the following:

- Assistance with college applications and essays through the college and career facilitator.
- Assistance in identifying scholarship opportunities and submitting applications for scholarships through the college and career labs.
- On the job training through the OJT program.

Lakeland High School also offers on campus dual enrollment courses and encourages eligible students to consider enrollment in the courses.

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

Lakeland High School offers the following vocational/technical programs:

- Vet & animal science: prepares students to enter a vet tech program at the college level
- Culinary arts 1-4
- Fashion design: prepares students to enter the workforce or college for a variety of careers in fashion
- Multi-Communications Academy (MCA): Web design, TV production, Audio production, Journalism, gaming; industry certifications available through MCA include Adobe Suite, Photoshop, Dreamweaver, NDesign, Illustrator and Final Cut Pro
- Digital design: prepares students to enter the workforce or college for a variety of art/PR related positions

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

Students involved in academies at Lakeland High School participate in a track of courses that will meet their general education requirements and depending on the academy provide them an opportunity for industry certification. Students not involved in academies have the opportunity to participate in academy based classes as electives.

11th and 12th grade students also have the opportunity to transfer to Traviss Vocational center. Traviss provides vocational training while students are also completing their high school diploma. The LHS student services department works closely with staff from Traviss to support the student in their transition and career goals.

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

- Utilize the various College Board PSAT reports; AP Potential (APP), Summary of Answers and Skills (SOAS) and Advanced Placement Instructional Planning Report (APIPR), to recruit prospective Advanced Placement students, to refine educational practices and to determine critical student deficiencies in reading, writing and mathematics
- Integrate pre-Advanced Placement and Advanced Placement instructional strategies into language arts, mathematics and science lesson plans at the high school for every level of each course
- Implement pre-Advanced Placement and Advanced Placement parent information meetings
- Offer a minimum of one AP course in each core academic area
- Provide ACT Preparation through reading classes
- Utilize district-wide Advanced Placement course expectation document and contract
- Administer math and reading college readiness exams to all juniors
- Provide opportunities for those students who require remediation (coursework and tutoring)
- Administer PSAT to all sophomores during the fall semester
- Offer dual enrollment opportunities for qualified sophomores, juniors and seniors
- Encourage ACT and SAT virtual preparation and practice exams
- Implement mandatory pre-Advanced Placement and Advanced Placement professional learning opportunities for current and prospective AP teachers via summer institutes and bi-annual summits.
- Provide horizontal and vertical inter-and-intra-articulation opportunities inclusive of feeder pattern middle school.

LHS also provides College Readiness classes in English and Mathematics, PERT testing, ASVAB testing and individual assistance/support needed is provided through student services.

Lakeland High School's percentage of graduates completing a college prep curriculum was above the district and state. LHS is 64.3% compared to Polk's 56.6% and the state's 62.3% The percentage of students enrolled in Algebra 1 or equivalent in a FL public school prior to 9th grade is 29.4% compared to Polk's 21.4% and the state's 37.8%. Those students completing at least one level 3 math course prior to graduation was above the state and district: LHS 72.8%, Polk's 67.4% and the state's 62.7%. Students completing at least one dual enrollment math course was below the district and state. The percentage of students taking at least one level 3 science course is well above the district and state percentage: LHS 68.0%, Polk's 55.4% and the state's 61.7%. Lakeland High School is making an effort to increase the percentages of students taking upper level math courses by sharing the ACT and SAT high school report with math teachers and asking that they develop strategies to include more difficult math problems in their class with exposure to SAT/ACT type questions. Students are also encouraged to take AP or DE classes by assisting teachers with ways to hold class discussion on these courses and having each student speak with a guidance counselor regarding their post-secondary plans. This will include sharing information and requirements to become eligible for Bright Futures. The percent of students eligible for the maximum Bright Futures award: FI Academic Scholars: LHS-8.72%, Polk-5.2% State of Florida-7.84%, FI Medallion Scholars: LHS-25.6%, Polk-16.6%, State of Florida-19.8%, FI Gold Seal Vocational: LHS-.997%, Polk-1.3%, State of Florida-1.17%

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** LHS will monitor and target students identified as being at risk and monitor their attendance, grades and behavior. Monitoring of at risk students will increase their achievement and increase the school's graduation rate.

- G2.** Teachers will work collaboratively to analyze and align standards, create rigorous common assessments, deliver high quality instruction and monitor student progress in order to adjust instruction to meet student needs across the curriculum.

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. LHS will monitor and target students identified as being at risk and monitor their attendance, grades and behavior. Monitoring of at risk students will increase their achievement and increase the school's graduation rate. 1a

G055377

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	85.0

Resources Available to Support the Goal 2

- -Attendance reports
- -Pinnacle grade reports
- -IDEAS data
- -Early Warning System (EWS) reports
- -Student Services Department

Targeted Barriers to Achieving the Goal 3

- Attendance-difficult to accurately monitor student attendance by class period.
- Students are not usually recognized for positive achievements (passing classes, week of perfect attendance)

Plan to Monitor Progress Toward G1. 8

Analyze attendance, behavior and academic achievement records as compared to student recognitions.

Person Responsible

Art Martinez

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Attendance, behavior and academic records of at risk students

G2. Teachers will work collaboratively to analyze and align standards, create rigorous common assessments, deliver high quality instruction and monitor student progress in order to adjust instruction to meet student needs across the curriculum. 1a

G055002

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	73.0

Resources Available to Support the Goal 2

- Reading Department Chair -Literacy Leadership Team -Reading Teachers -New Reading Curriculum -District Reading Resource Personnel

Targeted Barriers to Achieving the Goal 3

- Teachers are still learning the programs and the best way to implement small groups and differentiation
- Teachers are still learning the new standards and ways to incorporate complex text into classes

Plan to Monitor Progress Toward G2. 8

The amount of complex texts evident in classrooms (should be an increase across classrooms). Lesson plans listing text inclusion and activities requiring students to work directly with textual evidence. Student scores on the writing progress monitoring.

Person Responsible

Art Martinez

Schedule

Quarterly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Lesson plans, data from writing progress monitoring.

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. LHS will monitor and target students identified as being at risk and monitor their attendance, grades and behavior. Monitoring of at risk students will increase their achievement and increase the school's graduation rate. **1**

 G055377

G1.B1 Attendance-difficult to accurately monitor student attendance by class period. **2**

 B139519

G1.B1.S1 Increase monitoring of student attendance by instructional staff **4**

 S151582

Strategy Rationale

To better track and intervene with at risk students who have a high absentee rate

Action Step 1 **5**

Teachers will record attendance on a daily basis and monitor attendance to better report students with high absentee rates; teachers will contact parents when students miss 3 classes unexcused.

Person Responsible

Leigh Guenther

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Grade book and parent contact logs

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

Retain records of students' daily attendance and parent contact logs

Person Responsible

Leigh Guenther

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Attendance records and parent contact logs

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

Monitor attendance records and parent contact logs of at risk students to determine if attendance has improved for truant students

Person Responsible

Leigh Guenther

Schedule

Monthly, from 8/18/2014 to 6/5/2015


Evidence of Completion

Attendance records, attendance meetings with the attendance dean, attendance contracts, parent contact logs

G1.B3 Students are not usually recognized for positive achievements (passing classes, week of perfect attendance) **2**

 B139521

G1.B3.S1 The leadership team will develop strategies to be notified of student success towards individual goals and implement strategies to better recognize students for achievements. **4**

 S151581

Strategy Rationale

As students are recognized for small successes, they will begin to 'buy in' to LHS and increase participation, attendance and achievement in classes.

Action Step 1 **5**

Teachers will monitor at risk students as identified in IDEAS and notify administration of success (consecutive days of attendance, academic achievements, positive behavior).

Person Responsible

Leigh Guenther

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teacher documentation and emails to administration.

Action Step 2 **5**

Administration will recognize students for successes.

Person Responsible

Art Martinez

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Record of rewards/recognition provided to students.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Record of email notifications to administration and record of rewards/recognitions given to students.

Person Responsible

Art Martinez

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Emails and documentation of awards/recognitions

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

The number of recognitions sent to administration as compared to attendance/grades report.

Person Responsible

Art Martinez

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Attendance records, pinnacle records, teacher emails

G2. Teachers will work collaboratively to analyze and align standards, create rigorous common assessments, deliver high quality instruction and monitor student progress in order to adjust instruction to meet student needs across the curriculum. 1

G055002

G2.B1 -Teachers are still learning the programs and the best way to implement small groups and differentiation 2

B138563

G2.B1.S1 Teachers will participate in professional development provided by the district for reading and English curriculum. 4

S151580

Strategy Rationale

Teachers must fully understand the curriculum and implementation strategies to effectively deliver instruction.

Action Step 1 5

Teachers will sign up for and attend professional development related to reading/English curriculum.

Person Responsible

Ann Everett

Schedule

Quarterly, from 8/18/2014 to 1/21/2015

Evidence of Completion

Inservice records

Action Step 2 5

Administrators will attend reading professional development activities related to reading implementation as scheduled by Mr. Reddick.

Person Responsible

Art Martinez

Schedule

Monthly, from 9/23/2014 to 3/10/2015

Evidence of Completion

Attendance at meetings.

Action Step 3 5

Administrators will meet with the reading department to share expectations regarding small group instruction and implementation of new standards.

Person Responsible

Ann Everett

Schedule

Monthly, from 9/30/2014 to 2/2/2015

Evidence of Completion

Schedule of meetings. Attendance logs.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Classroom walk throughs and observations.

Person Responsible

Art Martinez

Schedule

Weekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Classroom observation documentation.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Meeting records and attendance logs from the meetings. Classroom walk throughs will support that teachers are following the curriculum maps and implementing small group instruction as appropriate.

Person Responsible

Art Martinez


Schedule

Monthly, from 9/29/2014 to 2/2/2015


Evidence of Completion

Feedback from walk throughs and minutes from the reading teacher meetings.

G2.B2 -Teachers are still learning the new standards and ways to incorporate complex text into classes 2

 B138564

G2.B2.S2 The English Department will work as a team to develop a common understanding of the standards and continue to collect examples of complex texts to use in the classroom providing students with numerous opportunities to grapple with multiple complex texts at one time. 4

 S151537

Strategy Rationale

Students will be expected to work with more than one complex text on the new ELA assessment. Students will also have to use textual evidence to support their answers.

Action Step 1 5

The English department will conduct monthly department meetings to explore the new standards.

Person Responsible

Leila Maurer

Schedule

Monthly, from 8/21/2014 to 5/12/2015

Evidence of Completion

Minutes from the department meetings that are emailed to the department and administration. Minutes include topics discussed, action plans and needs/challenges.

Action Step 2 5

The English department will conduct monthly PLC meetings by course to explore the new standards and develop common plans/assessments.

Person Responsible

Schedule

Monthly, from 8/21/2014 to 5/5/2015

Evidence of Completion

Attendance logs from meetings, lesson plans and common assessments.

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Administrators will verify that the meetings have been conducted and provide feedback as needed/ appropriate.

Person Responsible

Art Martinez

Schedule

Monthly, from 8/21/2014 to 5/14/2015

Evidence of Completion

Minutes of department and PLC meetings, emails.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Administration will attend meetings when possible and conduct walk-throughs looking for evidence of complex text and text to writing assignments.

Person Responsible

Art Martinez

Schedule

Weekly, from 9/8/2014 to 5/28/2015

Evidence of Completion

Classroom walk through notes and feedback to teachers. Student work samples.

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
G2.B2.S2.A1	The English department will conduct monthly department meetings to explore the new standards.	Maurer, Leila	8/21/2014	Minutes from the department meetings that are emailed to the department and administration. Minutes include topics discussed, action plans and needs/ challenges.	5/12/2015 monthly
G2.B1.S1.A1	Teachers will sign up for and attend professional development related to reading/English curriculum.	Everett, Ann	8/18/2014	Inservice records	1/21/2015 quarterly
G1.B3.S1.A1	Teachers will monitor at risk students as identified in IDEAS and notify administration of success (consecutive days of attendance, academic achievements, positive behavior).	Guenther, Leigh	8/18/2014	Teacher documentation and emails to administration.	6/5/2015 daily

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Lakeland Senior High School

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	Teachers will record attendance on a daily basis and monitor attendance to better report students with high absentee rates; teachers will contact parents when students miss 3 classes unexcused.	Guenther, Leigh	8/18/2014	Grade book and parent contact logs	6/5/2015 daily
G2.B2.S2.A2	The English department will conduct monthly PLC meetings by course to explore the new standards and develop common plans/assessments.		8/21/2014	Attendance logs from meetings, lesson plans and common assessments.	5/5/2015 monthly
G2.B1.S1.A2	Administrators will attend reading professional development activities related to reading implementation as scheduled by Mr. Reddick.	Martinez, Art	9/23/2014	Attendance at meetings.	3/10/2015 monthly
G1.B3.S1.A2	Administration will recognize students for successes.	Martinez, Art	8/18/2014	Record of rewards/recognition provided to students.	6/5/2015 weekly
G2.B1.S1.A3	Administrators will meet with the reading department to share expectations regarding small group instruction and implementation of new standards.	Everett, Ann	9/30/2014	Schedule of meetings. Attendance logs.	2/2/2015 monthly
G1.MA1	Analyze attendance, behavior and academic achievement records as compared to student recognitions.	Martinez, Art	8/18/2014	Attendance, behavior and academic records of at risk students	6/5/2015 monthly
G1.B3.S1.MA1	The number of recognitions sent to administration as compared to attendance/grades report.	Martinez, Art	8/18/2014	Attendance records, pinnacle records, teacher emails	6/5/2015 monthly
G1.B3.S1.MA1	Record of email notifications to administration and record of rewards/recognitions given to students.	Martinez, Art	8/18/2014	Emails and documentation of awards/recognitions	6/5/2015 daily
G1.B1.S1.MA1	Monitor attendance records and parent contact logs of at risk students to determine if attendance has improved for truant students	Guenther, Leigh	8/18/2014	Attendance records, attendance meetings with the attendance dean, attendance contracts, parent contact logs	6/5/2015 monthly
G1.B1.S1.MA1	Retain records of students' daily attendance and parent contact logs	Guenther, Leigh	8/18/2014	Attendance records and parent contact logs	6/5/2015 daily
G2.MA1	The amount of complex texts evident in classrooms (should be an increase across classrooms). Lesson plans listing text inclusion and activities requiring students to work directly with textual evidence. Student scores on the writing progress monitoring.	Martinez, Art	9/29/2014	Lesson plans, data from writing progress monitoring.	6/5/2015 quarterly
G2.B1.S1.MA1	Meeting records and attendance logs from the meetings. Classroom walk throughs will support that teachers are following the curriculum maps and implementing small group instruction as appropriate.	Martinez, Art	9/29/2014	Feedback from walk throughs and minutes from the reading teacher meetings.	2/2/2015 monthly
G2.B1.S1.MA1	Classroom walk throughs and observations.	Martinez, Art	9/29/2014	Classroom observation documentation.	6/5/2015 weekly
G2.B2.S2.MA1	Administration will attend meetings when possible and conduct walk-throughs looking for evidence of complex text and text to writing assignments.	Martinez, Art	9/8/2014	Classroom walk through notes and feedback to teachers. Student work samples.	5/28/2015 weekly
G2.B2.S2.MA1	Administrators will verify that the meetings have been conducted and provide feedback as needed/ appropriate.	Martinez, Art	8/21/2014	Minutes of department and PLC meetings, emails.	5/14/2015 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.

G2. Teachers will work collaboratively to analyze and align standards, create rigorous common assessments, deliver high quality instruction and monitor student progress in order to adjust instruction to meet student needs across the curriculum.

G2.B2 -Teachers are still learning the new standards and ways to incorporate complex text into classes

G2.B2.S2 The English Department will work as a team to develop a common understanding of the standards and continue to collect examples of complex texts to use in the classroom providing students with numerous opportunities to grapple with multiple complex texts at one time.

PD Opportunity 1

The English department will conduct monthly department meetings to explore the new standards.

Facilitator

Leila Maurer and Donna Shattuck-provided Text2Write training on September 22nd. Trainings continue through department meetings.

Participants

English Department

Schedule

Monthly, from 8/21/2014 to 5/12/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 1: LHS will monitor and target students identified as being at risk and monitor their attendance, grades and behavior. Monitoring of at risk students will increase their achievement and increase the school's graduation rate.	0
Grand Total	0

Goal 1: LHS will monitor and target students identified as being at risk and monitor their attendance, grades and behavior. Monitoring of at risk students will increase their achievement and increase the school's graduation rate.		
Description	Source	Total
B3.S1.A1		0
Total Goal 1		0