

Lake Gibson Senior High School



2014-15 School Improvement Plan

Lake Gibson Senior High School

7007 SOCRUM LOOP RD N, Lakeland, FL 33809

<http://schools.polk-fl.net/lghs>

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

59%

Alternative/ESE Center

No

Charter School

No

Minority

45%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	C	C

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

Lake Gibson High School's mission is to prepare students to make informed life decisions, and to challenge them to achieve their fullest potential. LGHS is focused on becoming a tight knit community centered on student achievement. The faculty understands that students assimilate information differently, and it is committed to engaging the student body with a variety of activities which address varying learning styles.

Provide the school's vision statement

Lake Gibson High School vision is to graduate responsible and productive citizens with strong critical thinking and academic skills by providing a rigorous, dynamic, comprehensive curriculum delivered in partnership with the community, family and a competent, qualified staff in a safe and caring environment.

Teachers and staff work hard to provide the best educational experience for students. Parent partnership is a high priority and is essential for student success. Lake Gibson Senior High School has a rich tradition of outstanding student achievement and provides a sound, standards-based education, while promoting high moral character of all students.

School Environment

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

Lake Gibson High School learns about its students not only through assessments, but also by having a very interactive student body and staff. Students and staff all participate in periodic pep rallies that generate a positive sense of school culture. Many students feel very privileged to be able to attend pep rallies where teachers and administrators will at times "let their guard down" to entertain students.

Lake Gibson High School hosts the very popular community function called "Rise of the Great Pumpkin" where clubs and club sponsors set up a carnival atmosphere for its community during the Fall. Students and teachers come up with the ideas and create amazing Halloween theme filled games to promote a positive experience for LGHS faculty students and our community.

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

Having students feel safe at school is a priority for LGHS staff members. Teachers and administrators are on duty before school and after school and can be seen in high traffic areas. Teachers are at first bell to greet students into the classrooms. Administrators stand in the main hallway and welcome students as they arrive to school. Teachers are at their doors at dismissal to say goodbye to students. Administrators are stationed at the bus ramp and the main parking lot (car riders and drivers) to say goodbye to students.

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

Most discipline cases have been traced to a lack of understanding, improper supervision, a lack of meaningful work, or an improper approach. Generally, teachers will have few discipline problems if they make the work of their classes interesting, if their lessons are well-prepared, if their assignments are clear, and expect the students to work from bell to bell. Teachers must be fair, firm, and consistent. Student behavior cannot be adequately monitored from behind the teacher's desk.

1. Every teacher is responsible for the discipline of the school and is expected to know and enforce the Code of Conduct for Students and the rules of Lake Gibson High School.
2. Teachers must set examples in matters of pride, work ethic, commitment, innovation, academic excellence, responsibility, dependability, character/integrity, respect, professional attire, communication, compassion, and consistency: the core values embraced by the staff and students at Lake Gibson High School.
3. Good manners must be a part of instruction.
4. Teachers should never allow students to discuss personalities of other teachers.
5. Teachers are on duty from 6:45 a.m. to 2:30 p.m.
6. Teachers should never discuss grades given to students by another teacher.

Between Classes Supervision

Teachers are expected to monitor the halls between classes. Teachers should place themselves close to the classroom entrance so that they can supervise both the classroom and hall.

Classroom Management

Within reason, teachers will be able to establish and consistently enforce rules to maintain appropriate student behavior in their classrooms. These rules are subject to the approval of the principal or his designee. Teachers are expected to supervise assigned students at all times. Issues handled within the classroom correlate with more teacher classroom control. Frequent referrals to the office often result in minimizing teacher authority. Teachers must follow the discipline process steps before writing a referral.

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 Gibson High School offers students counseling and guidance on an individual and group basis concerning personal, academic, college, and career decisions. The guidance counselors work closely with the administration, faculty, and parents to help each student develop fully his/her potential. Appointments may be initiated by students or counselor, or referrals may be made by administration, faculty or parents.

Individual Counseling

Many times students will seek counseling or advice on a myriad of issues. Students who require extended or specialized counseling may be referred to professionals outside of the school setting.

Group Counseling

Counselors meet with various groups to discuss careers, colleges, test results and other pertinent topics. In addition, counselors meet with students who have identified or displayed common concerns such as self-esteem, separated families or grief.

College Counseling

College counseling begins immediately for students at Lake Gibson High School with the advisement of courses necessary for success in college. The introduction to the College Board program and the search for colleges that meet a student's criteria begins early in junior year. Students are aided in the college application process throughout senior year until suitable post secondary plans are in place. College representatives are available to present information on their respective colleges.

Financial Aid Night

A financial aid advisor from a local college presents updated financial aid information and discusses the procedure for filling out the Financial Aid Form

Early Financial Aid Planning Presentation

This presentation is designed to help parents of freshmen students with college finances. An overview of the financial aid process is presented and various strategies for obtaining money for

college are discussed.

Senior Scholarship Booklet

This booklet, updated yearly, lists and describes area scholarships available to graduating seniors.

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 Polk County Schools' 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. Please examine your data with your leadership team to make necessary adjustments to your instructional strategies.

Early warning system indicators reported two times per month including the following:

- o chronic absenteeism rate 10% or higher by school and grade
- o ISS and OSS discipline referrals by school and grade
- o Progress monitoring 3 times per year
- o Monitoring of acquired credits each semester
- o Count of over-age students at middle and elementary grade levels (last week of October)

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	149	115	107	97	468
One or more suspensions	7	6	4	5	22
Course failure in ELA or Math	47	77	18	10	152
Level 1 on statewide assessment	0	0	0	0	

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

Leadership team engages in a thorough instructional review process to identify school-wide and content-specific barriers to student achievement,
 ? All school teams (e.g., Literacy Team, Discipline Team) align with school goals

? Professional development plans and professional community processes focus on building the school's capacity to meet the school's goals.

Provide opportunities for mentoring, advisement, and academic support within the master schedule for all students.

? Include classes which provide instruction in organization, study skills, note-taking, problem solving, and communication in the school's master schedule

? Intensify instruction by providing additional time and personnel or smaller class sizes for classes which typically result in high rates of courses failures.

Build time into the school's master schedule to allow for weekly common planning/PLC time for content teams and for cross content teams at least monthly.

? Intervention teachers plan with core content teachers and align intervention strategies with core instruction

? School leadership team members monitor and participate in the work of all other school teams.

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

Teachers and administrators are willing to share the responsibility with parents for improving student academic achievement. This partnership will help students meet the State's academic achievement standards.

- Lake Gibson High School staff will continue to provide students with a high-quality curriculum as well as

research based instructional strategies to ensure the best possible education for all students.

- Parents will be responsible for supporting their child's learning, monitoring attendance, homework, TV watching, and participating in decisions relating to their education. Parents can monitor grades, discipline, and attendance using the online Parent Portal tool.

- There will be on going communication between parents and teachers. The school will host one open house per year for parents to stay in touch with the progress of their students. Lake Gibson High School will send home two interim reports per 9 week grading period and 4 progress/report cards per school year.

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

Lake Gibson High School ensures that families and school community members are involved in the development of Lake Gibson High School's Family and Community Involvement Plan.

- Representatives from the community, parents, and students with representation of diverse background will come together in focused group meetings to help formulate and gather information for our plan School Advisory Committee (SAC).

- School Advisory Committee has reviewed the plan and made recommendations for change and revision.

- The emphasis for the family and community plan will focus on student learning.
 - Barriers will be identified that could prevent any group from participating in school activities.
 - The school and system will review and approve the Involvement Plan six times a year.
- Lake Gibson High School builds relationships with local community and business leaders by hosting numerous community events, including:
- * Rise of the Great Pumpkin - a community Halloween Festival
 - * Drive for UR School - Local Ford Dealership hosts community to participate in test driving Ford Vehicles
 - * Annual Athletic Booster Club Golf Tournament
 - * Annual Athletic Booster Club Barbecue and Meet the Coaches Night
 - * Annual Agricultural Department Barbecue and Auction
 - * The Theater Department performs twice per year - Fall and Spring

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
Deshazor, Elizabeth	Dean
Douge, Alain	Assistant Principal
Vann, Ryan	Assistant Principal
Donahay, Debbie	Assistant Principal
Dawson, Tami	Principal
Haynes, Jessica	Teacher, K-12
Ounan, Kevin	Dean

Duties

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

- Tami Dawson (Principal)
 Oversees all Administrative Responsibilities
 Budget
 Payroll
 Personnel
 Public Relations
 Teacher Observations/Evaluations
- Alain Douge (Assistant Principal)
 Curriculum
 Master Scheduling
 Guidance Services
 Testing
- Debbie Donahay (Assistant Principal)
 Facility Management
 Discipline
 Custodial Staff
 Teacher Observations/Evaluations

Ryan Vann (Assistant Principal)
 Attendance
 Curriculum Research
 Professional Development
 New Teachers
 At-Risk Students - Step Up Academy
 Teacher Observations/Evaluations

The Lake Gibson Administration works collaboratively as instructional leaders. The team observes the faculty and meets with departments on a bi-weekly rotation. In the collaborative meetings the Administration will discuss current student data, standard based instruction, and best practices.

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

The team meets, with the guidance and direction of the Principal, weekly to review data, identify target, enrichment, and intensive students, discuss curriculum, review instructional strategies and resources. Refinements and adjustments to instruction and resource allocation are made as the review indicates. Resource inventory is maintained by the Media Specialist and Technology Specialist.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Jessica Haynes	Teacher
Jarvis Kendrick	Business/Community
Alain Douge	Principal
Judy Rundle	Education Support Employee
Tami Dawson	Principal
Elizabeth Deshazor	Education Support Employee
Tracey Gray	Parent
Tierra Thomas	Student
Bela Pierce	Student
Lindsey Hilligoss	Student
Ashley Kurns	Student
Deliah Thiel	Parent
Alicia Cunningham	Parent
Myrna Whorton	Parent
Bonnie Evans	Parent
Judy Rundle	Education Support Employee
Kevin Ounan	Education Support Employee
Matt Diaz	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 School Advisory Council (SAC) is a team of people representing various segments of the community—parents, teachers, students, administrators, support staff, business/ industry people and other interested community members. The purpose of a SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan and to assist the principal with the annual school budget. The SAC committee meets monthly. Upon completion, the SIP is presented and discussed at length with members. Feedback is ultimately given and revisions are usually made to reflect the feedback.

Development of this school improvement plan

The School Advisory Council (SAC) is a team of people representing various segments of the community—parents, teachers, students, administrators, support staff, business/ industry people and other interested community members. The purpose of a SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan and to assist the principal with the annual school budget. The SAC committee meets monthly. Upon completion, the SIP is presented and discussed at length with members. Feedback is ultimately given and revisions are usually made to reflect the feedback.

Preparation of the school's annual budget and plan

SAC also helped to develop the school's annual budget. This includes but not limited to lottery allocations and school recognition funds. SAC assists in the development of the budget by meeting and reviewing data. After reviewing data recommendations for the budget are given to student achievement and progress then monitored to make sure the program is successful.

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

See budget.

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
Douge, Alain	Assistant Principal
Dawson, Tami	Principal
Vann, Ryan	Assistant Principal
Coffman, Deborah	Teacher, K-12
Deshazor, Elizabeth	Dean

Duties

Describe how the LLT promotes literacy within the school

The school based Literacy Leadership Team functions as a collaborative body to address literacy strategies within all core content areas, as a means to address literacies school-wide. The LLT is responsible for literacy skill implementation across content areas. Reading strategies along with other literacy strategies will be a part of professional development for all teachers. Implementation of strategies will be monitored through classroom observations, the coaching cycle and additional professional development will occur in PLC's to address needs.

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

The majority of Lake Gibson High School teachers share a common planning period if they teach a common course. Ex. Algebra I, Biology, English I, English II. etc. Teachers submit a planning sheet which documents meeting times, strategies, and standards discussed. Teachers use this planning time to review curriculum maps plan and schedule appropriate like lessons, review student assessment data, and monitor pacing.

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

Principal meets with all instructional staff regularly to provide mentoring, resources, student data and analysis, and encouragement. Mentoring programs and partnering for new teachers and new to Lake Gibson High School teachers with veteran teachers.

Resource and instructional support teachers to assist and provide side-by-side coaching for teachers on instructional strategies. PLC's with teachers, resource teachers, and assistant principals to discuss, plan, and implement instructional strategies. Professional development opportunities and demonstration classrooms.

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

Beginning teachers with 0-1 years of experience are partnered with a veteran teacher for mentoring. Partnering of mentor and mentee was based on those who shared a similar subject area. Mentors help beginning teachers with adjusting into the teaching profession. In addition, mentors monitor and assist beginning teachers with completing documents required for certification. Any new teacher to Lake Gibson High School is partnered with a buddy, veteran teacher; which provides support in acclimating to Lake Gibson High School culture. Mentors will meet a minimum of 5 times per year, once during pre-planning, and once every 9 weeks. In addition, novice teachers will be provided instructional strategies through subject area common planning, and Professional Development in PLC's which will aid in deepening their teacher pedagogical skills.

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

Lake Gibson administrators are trained in the county Teacher Evaluation System (TES). The TES contains specific essential performance criteria for teachers and staff. Lake Gibson administrators follow a plan that allows each administrator to visit each classroom for observation in conjunction with a sit-down review with one administrator. With this plan administrators are able to monitor the district initiatives in math, reading, and writing with the new Florida standards.

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

Rising 9th grade students are placed into the county mandated AGILE MINDS program. This is a double block of mathematics (90 minutes) for FCAT level 1 and 2 students needing intensive math help.

Rising 9th, and 10th grade students are scheduled into single, double, or content area reading classes based on FCAT levels based on county mandates.

Rising 11th and 12th grade students are scheduled into single, double, or content area reading classes based on FCAT levels based on county mandates.

Students who failed to become proficient in the Algebra 1 EOC exam are given Liberal Arts mathematics as sophomores to help skills before re-taking the exam.

Students who failed to score "College Ready" on mandated PERT examination during their junior years are placed into Math for College Readiness and/or English for College Prep.

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:

After school tutoring 3 days a week in the areas of Algebra I and Geometry. (TBA)
Saturday writing workshop (TBA)

Strategy Rationale

The rationale is based on 50% math satisfactory rate for 2014. The rationale is based on a 51% writing satisfactory rate for 2014.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Douge, Alain, alain.douge@polk-fl.net

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

Assessment data will be collected and compared to 2014 scores to determine the effectiveness of the strategy.

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

Lake Gibson High School is part of Florida's Special Development Grant (SPDG). This project provides technical assistance and professional development to targeted school districts across Florida. Participating Middle and High Schools receive the information, materials, and coaching necessary to implement Content Enhancement Routines and Learning Strategies based on the identified needs of their students. Each school develops a plan to maintain the efforts after the SPDG funding has ended.

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

Annually the school will hold elective fairs with present and incoming students. Based on interest, we will establish Course Selection Sheets and courses offerings to best meet their needs. The Guidance Department, ESE Specialist, Department Heads, lead teachers and APCs will then articulate with feeder schools and assist students in signing up for courses and programs based on their Automatic Course Requests and their individual interests. School Counselors will visit classes to review the curriculum guide and course descriptions. They will distribute Course Selection Sheets and provide information about selecting courses for the following school year. These Course Selection Sheets are then sent home for parent review and signature.

On an annual basis, the school will review new course offerings at the state and district level to continue to offer rigorous and relevant coursework and to meet the State Standards.

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

Courses and coursework are established in Advanced Placement, Dual Enrollment, Career Themed Courses, Career Pathways, classes to help students see the relationships both cross-curricular and within subjects to establish relevance to a student's future. Many of these programs help guide and establish a student for post-secondary readiness (Industry Certifications, college credit, job skills, etc)

The Lake Gibson High School Biotech Academy offers the following:

**Industrial Biotechnology Academy offers a Certification as an Assistant Biotechnician.

The Lake Gibson Finance and Business Academies offer Industry Certifications in the following:

**Adobe Photoshop

**Adobe InDesign

**Adobe Illustrator

**Adobe Dreamweaver

**MOS (Microsoft Office Specialist)—students must earn at least 3 of the following:

Microsoft Word

Microsoft PowerPoint

Microsoft Outlook

Microsoft Excel

The Academy of Future Educators offers the following industry certifications:

1. Students enrolled in Early Childhood Education earn 6 Florida Department of Children & Families certifications, which will allow them to work as a teacher in a preschool. Those certifications are:

? Child Abuse & Neglect

? Child Growth & Development

? Behavioral Observation & Screening

? Health Safety & Nutrition

? Rules & Regulations

? Preschool Appropriate Practices

2. Students enrolled in Teacher Assisting (which will soon be called Teaching As a Profession) have the opportunity (but are not required) to take the Florida Department of Education Paraprofessional Exam. This exam allows them to work as a para in an elementary, middle or high school upon high school graduation and passing the exam. Most students go on to enroll in an Education program at a college or university, however.

The Lake Gibson Health Academy offers the following:

- **Allied Health Assisting
- **Inpatient Care and Therapy
- **Medical Office Assisting and Phelbotomy
- **Electrocardiograph Aide
- **Home Health Aide

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

The Lake Gibson High School Biotech Academy offers the following:

- **Industrial Biotechnology Academy offers a Certification as an Assistant Biotechnician.

The Lake Gibson Finance and Business Academies offer Industry Certifications in the following:

- **Adobe Photoshop
- **Adobe InDesign
- **Adobe Illustrator
- **Adobe Dreamweaver
- **MOS (Microsoft Office Specialist)—students must earn at least 3 of the following:

Microsoft Word

Microsoft PowerPoint

Microsoft Outlook

Microsoft Excel

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The Lake Gibson Health Academy offers the following:

- **Allied Health Assisting
- **Inpatient Care and Therapy
- **Medical Office Assisting and Phelbotomy
- **Electrocardiograph Aide
- **Home Health Aide

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

Our counselors utilize a number of resources to align our efforts with our feeder elementary and high schools. Administration works with pertinent personnel to ensure rigorous curriculum with diverse

options are available. We also offer honors and advanced courses to challenge our highest performing students.

- College Night – The district offers four college nights throughout the county for students to speak directly with over 100 college and university representatives.
- All targeted juniors take the PERT. Based on the results, students are placed in college readiness coursework to prepare for college entrance and college level coursework.
- Financial Aid Night- The district offers eight financial aid nights for students and parents to understand the financial aid process, Bright Futures and state/local scholarship process.
- Senior Night - All seniors and their parents are encouraged to attend senior night, where they receive the senior handbook and counselors share valuable information about the senior year. This includes post-secondary information, a timeline of what seniors should be doing during the course of the year, SAT/ACT test dates, etc.
- College Visits - Various college representatives visit school sites to share information about their specific colleges or universities with students.
- Using SAI funds, Saturday SAT and ACT prep classes are offered. Information regarding SAT and ACT prep classes and testing dates will be provided to students and parents.

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.** Raise student meeting satisfactory standard in math. Data to be based on strategic target plan for 2015.
- G2.** Raise student meeting satisfactory standards in reading. Data to be based on strategic target plan for 2015.

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. Raise student meeting satisfactory standard in math. Data to be based on strategic target plan for 2015. 1a

G055419

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	46.0

Resources Available to Support the Goal 2

- Agile Mind Curriculum
- Professional Development
- Double Blocked courses for Level 1 and 2 students

Targeted Barriers to Achieving the Goal 3

- Continuous Professional Development
- Students not engaged in instruction

Plan to Monitor Progress Toward G1. 8

Progress monitoring, Improve ALG 1 testing, Agile Mind assessments

Person Responsible

Ryan Vann

Schedule

Evidence of Completion

Test data, baseline data, Agile Mind reports

G2. Raise student meeting satisfactory standards in reading. Data to be based on strategic target plan for 2015. 1a

G055378

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	55.0

Resources Available to Support the Goal 2

- Professional Development in student engagement based on Instructional review
- Double block courses for weak students in reading
- Voyager/ Journey program for reading remediation, Achieve 3000 program for reading remediation

Targeted Barriers to Achieving the Goal 3

- Continuous professional development
- Lack of student engagement within classrooms

Plan to Monitor Progress Toward G2. 8

Progress Monitoring FAIR (reading data)

Person Responsible

Schedule

Monthly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Data will be collected to compare baseline and mid year progress.

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. Raise student meeting satisfactory standard in math. Data to be based on strategic target plan for 2015.

1

 G055419

G1.B1 Continuous Professional Development **2**

 B139641

G1.B1.S1 Give teachers collaborative planning by departments. **4**

 S151974

Strategy Rationale

Collaborative planning will allow teachers to share techniques, ideas, best practices, and aligned lessons. Having various teachers that are strong in these programs will help guide others while lessening the burden on the Administrative staff.

Action Step 1 **5**

Teachers will have the ability to plan, develop, and review curriculum goals with like content area.

Person Responsible

Ryan Vann

Schedule

Evidence of Completion

State assessment data, baseline testing

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

SBLT will attend the collaborative department meetings to ensure fidelity of the meeting.

Person Responsible

Schedule

Evidence of Completion

Planning meeting forms

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

Monthly PLC meetings with focus on standard based instruction.

Person Responsible

Ryan Vann

Schedule

Evidence of Completion

Participation in PLC Book Study - lesson planning with unpacking standards in PLC groups

G2. Raise student meeting satisfactory standards in reading. Data to be based on strategic target plan for 2015. 1

G055378

G2.B1 Continuous professional development 2

B139528

G2.B1.S1 Give teacher collaborative planning for departments 4

S151593

Strategy Rationale

Collaborative planning will allow teachers to share techniques, ideas, and plan aligned lessons. Having various teachers (that are strong in these programs) on staff to help guide others will lessen the burden on administrative staff.

Action Step 1 5

Teachers will have the ability to plan, develop, and review curriculum goals with like content area.

Person Responsible

Ryan Vann

Schedule

Evidence of Completion

State assessment data.

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

School based leadership team will attend collaborative department meetings to ensure fidelity.

Person Responsible

Tami Dawson

Schedule

Evidence of Completion

Planning meeting form

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

Monthly PLC meetings will focus on standards based instruction.

Person Responsible

Ryan Vann

Schedule

Evidence of Completion

PLC book study. Lesson planning with unpacking standards in PLC groups.

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.B1.S1.A1	Teachers will have the ability to plan, develop, and review curriculum goals with like content area.	Vann, Ryan	State assessment data.	biweekly	
G1.B1.S1.A1	Teachers will have the ability to plan, develop, and review curriculum goals with like content area.	Vann, Ryan	State assessment data, baseline testing	biweekly	
G1.MA1	Progress monitoring, Improve ALG 1 testing, Agile Mind assessments	Vann, Ryan	Test data, baseline data, Agile Mind reports	biweekly	
G1.B1.S1.MA1	Monthly PLC meetings with focus on standard based instruction.	Vann, Ryan	Participation in PLC Book Study - lesson planning with unpacking standards in PLC groups	monthly	
G1.B1.S1.MA1	SBLT will attend the collaborative department meetings to ensure fidelity of the meeting.		Planning meeting forms	biweekly	
G2.MA1	Progress Monitoring FAIR (reading data)		8/11/2014	Data will be collected to compare baseline and mid year progress.	6/5/2015 monthly
G2.B1.S1.MA1	Monthly PLC meetings will focus on standards based instruction.	Vann, Ryan	PLC book study. Lesson planning with unpacking standards in PLC groups.	monthly	
G2.B1.S1.MA1	School based leadership team will attend collaborative department meetings to ensure fidelity.	Dawson, Tami	Planning meeting form	biweekly	

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.

Technical Assistance Items

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