

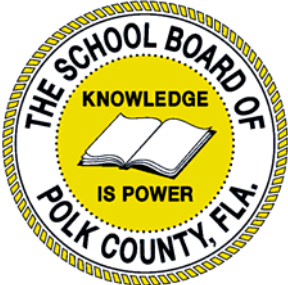
Polk County School District

Superintendent Dr. Gail McKinzie

School Name Lakeland Senior High School

Principal Mark R. Thomas

Date of School Board Approval _____



"The mission of Polk County Public Schools is to ensure rigorous, relevant learning experiences that result in high achievement for our students."

Note: Graphs and images cannot be inserted into this word document. They will not transfer to the on-line template.

SCHOOL IMPROVEMENT PLAN

Vision/Mission/Belief Statements

Vision:

Lakeland High School has a long- standing tradition of excellence in academic, co-curricular and extracurricular areas. The vision of the stakeholders for Lakeland High School is for the school to continue to support all students and help each student reach his or her full potential. LHS will continue to individualize the education of all students so as to help students recognize their talents and develop skills with which they struggle. A variety of quality programs will be offered to meet the ever-changing needs of the student population. There is a firm commitment by the faculty, staff and administration to achieve a 100% graduation rate and to communicate the importance of education. Lakeland High School will continue to be a source of pride for all of its stakeholders by challenging students to continuously increase academic performance and supporting them in their efforts to do so.

Mission:

The Mission of Lakeland High School is to provide a rigorous and relevant education anchored in excellence and tradition.

Belief Statements:

1. Students and faculty should expect a safe atmosphere conducive to learning.
2. All students should have a parent and/or adult actively participating with the school's staff in their education.
3. All children have the potential and ability to learn.
4. Students and faculty should expect to be treated with respect.
5. Students and faculty understand the importance of technology and see it as an integral part of the educational process.
6. Our students reflect a multicultural society who can learn to work cooperatively in the real world.
7. Lakeland High School has a highly qualified, professionally trained, and caring staff.
8. All staff members at Lakeland High School are responsible for the education of each and every student.
9. The goal of every stakeholder should be to support each student on their path towards graduation.
10. Faculty, students and families are proud to be a part of Lakeland High School and its traditions!

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School Profile/Demographics

School Profile/Demographics:

Lakeland High School is the only high school inside Lakeland's city limits. On its campus are two administrative suites, nine separate buildings which house classrooms, one student cafeteria, one staff dining/work area, a full service media center, a separate music building for band and chorus, and a gymnasium. Since 2006, seventeen portable classrooms have been added in to accommodate our increasing student and teacher population. Also sharing the campus is Harrison School for the Arts. Harrison School for the Arts has several of its own facilities, however many of the facilities are shared. For example, Harrison faculty and students use the Lakeland High School media center and Lakeland High School often uses the Harrison Theater. There are plans for the construction of additional classrooms as district funds are made available.

Lakeland High School receives students from eight area public feeder schools. Crystal Lake Middle School, Lakeland Highlands Middle School, Southwest Middle School, Lake Gibson Middle School, Sleepy Hill Middle School and Lawton Chiles Middle Academy serve grades 6-8. Blake Academy and Rochelle School of the Arts serve grades K-8. In addition to these students, many students come to Lakeland High School from private schools in the area. There is also a large population of students that choose to attend Lakeland High School and are enrolled at the school as transfer students.

Lakeland High School receives additional support and funding through partnerships and grants. The City of Lakeland is the high school's primary partner. The school has been awarded a Learn and Serve grant which supports service learning in schools. These funds are used by the school's Leadership Cadre class to fund most of their service learning projects.

Teachers within Polk County are also eligible to apply for mini-grants from the larger grant monies in order to fund service learning projects. Individual teachers and teacher teams research and write grants as well. For example, the group of vocational and art teachers that worked together this summer to apply for a SUCCEED, Florida! Grant. In early August 2006, it was announced that Lakeland High School was awarded \$36,867.00 through this planning grant. This award will be used to plan an arts-technology academy at Lakeland High School.

Lakeland High School has several programs that are unique. Three teachers from Traviss Vocational Center teach courses all day at Lakeland High School. This allows LHS to offer programs in drafting, computer electronics and health science. The computer electronics program includes a series of 8 courses in which students learn about computer hardware and software. Through participation in this program, students are eligible to sit for the A+ Certification exam. The health science curriculum consists of three courses in health science/allied health. Upon completion of the third level course, students are eligible to complete their senior year at Traviss Technical Center in the LPN program. Students can earn both a high school diploma and LPN certification by the end of their senior year.

LHS offers a rich curriculum in vocational areas and a great number of students earn money for college through the Gold Seal Program. The Culinary Arts courses are very successful and offer

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interested students the opportunity to gain Pro-Start certification. Upper level students are eligible to enroll in the on-the-job training program as well as work in the school's catering school-based enterprise. The television productions instructor gained vocational certification so that her students can work toward completing Gold Seal requirements. The Agriculture and Business departments also offer programs that enable students to complete Gold Seal requirements.

The Art Department offers a variety of courses not offered at other schools in the area. Courses are available in computer graphics, interior design, and several levels of photography. Advanced Placement portfolio classes are offered in both 2D and 3D art.

Courses in Leadership are offered at LHS. These courses focus on character development, ethics, integrity, leadership styles and service learning. The students in these courses participate in a multitude of community service projects and gain an appreciation for volunteerism.

LHS currently offers 15 Advanced Placement courses. AP courses are offered in Art, Foreign Language, Science, Math, English, Social Studies and Music. The AP program is very strong and many students perform well enough on the AP tests to earn college credit. In the spring of 2007, 411 AP exams were administered to LHS students with over 160 being scored as a 3 or better.

There are many opportunities for students to be involved at Lakeland High School. Co-curricular offerings include such things as Band, Chorus, Yearbook, Drama, and JROTC. Extra curricular offerings, such as service clubs, National Honor Society, student government, athletics, and special interest clubs are available to interested students as well.

There are three areas of primary concern for the stakeholders of Lakeland High School: facilities, acquiring certified Reading teachers and technology funding.

The first area of concern is facilities. With a growing student population and an increase in the number of staff members, there is a deficiency in the amount of space. Most of the teachers on the faculty either float or have floaters use their classroom. Group testing is difficult due to lack of space. For instance, when the state-mandated PSAT is given, the only place that will accommodate this large number of students is the gymnasium. Physical Education classes must be moved. Tables and chairs must be rented and that is an expense the school must cover. During FCAT testing, almost the entire campus is used to test students and holding regular classes for non-testers is virtually impossible.

Acquiring certified Reading instructors is a concern of the school. With the expectation that all Level 1 and Level 2 students receive Intensive Reading instruction, the number of Reading teachers needed is rising. While the district has outlined a program of modules by which certified teachers can earn the Reading endorsement, it is an expectation that will require many hours of willing teachers.

Another primary concern is that of technology funding. While LHS does an above average job of training teachers in technology and has a large number of teachers that are willing to use technology in the classroom, funds limit the equipment that can be purchased. Additional funds would be helpful in providing LCD projectors and laptops for every teacher. More student computers would be a positive addition. The expense of acquiring and maintaining this equipment is beyond the funds of the school. These tools are critical to truly integrating technology into teacher instruction.

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Lakeland High School has a total enrollment of 2137 students. Of the total student population, 56.3% of the students are white, 27.7% African American, 12.7% Hispanic, 2% Asian and 1% Multi Racial. Lakeland High School provides ESE services to 358 students (excluding gifted students), which is 16.5% of the student population. Of these 358 ESE students, 54% are on the regular diploma track while 46% are on the special diploma track. Lakeland High School also provides LEP services to 64 students or 3% of the total population. Currently, 739 students or 34% of the student population receives free or reduced lunch.

As found in the 2007 data reports, 78% of the student population scored a 3.5 or better on the 2007 FCAT Writing assessment as compared to 71% the year before . This is a 7% increase.

As found in the July 2007 data reports, 33% of the total student population tested scored a 3 or better on the 2007 FCAT Reading assessment. This fell short of the state objective of 51%, and represents a 1% decrease from the previous year. The percent for each subgroup scoring a 3 or better on the FCAT Reading assessment is as follows: White 47%, African American 11%, students with disabilities 10% and Economically Disadvantaged 22%.

As found in the July 2007 data reports, 56% of the total student population tested scored a 3 or better on the 2007 FCAT Math assessment, falling short of the state objective of 58%. In order for the school to meet AYP requirements, 58% of each subgroup needed score at a level 3, 4 or 5, or decrease the percentage of students in each subgroup not scoring a level 3 or above by 10% The percent for each subgroup scoring a 3 or better on the FCAT Math assessment is as follows: White 71%, African American 34%, students with disabilities 21% and Economically Disadvantaged 43%.

Lakeland High School has 139 classroom teachers. The class sizes range from four students (ESE self-contained) to 60 students in Physical Education classes. The average teacher/student ratio at Lakeland High School is 1:16.

SCHOOL IMPROVEMENT PLAN Quality Staff

Highly Qualified Certified Administrators:

List your school's highly qualified administrators and briefly describe their experience with increasing student academic achievement.

Mr. Mark Thomas is the school's principal. He has been in the field of education for 30 years. He has been a school administrator for the past 19 years. He has earned B.S. and M. Ed. Degrees from Ohio University and a second M. Ed. From Valdosta State University, and is currently pursuing his doctoral degree in Education Leadership from the University of Central Florida. He holds a current Florida certificate in the areas of Physical Education, Biology 6-12 and Educational Leadership. Having served as a classroom teacher, middle school assistant principal, high school assistant principal and middle school principal, Mr. Thomas became the principal of Lakeland High School in 1996. Under his direction, LHS received national recognition in 1998 from the School Match Company for being a "High Performing/Low Cost" school. In July 2000, LHS received national recognition from McGraw Hill/Business Week for Instructional Innovation; Promoting Economic Literacy. Lakeland High School received the Governor's Five-Star School recognition for four consecutive years. In 2001, Lakeland High was recognized as a State and National Service Learning School. Under his guidance, LHS has continued to have a rising graduation rate and declining drop out rate. In fact, the graduation rate is the highest in the county among traditional high schools and the drop out rate is the lowest. Mr. Thomas' number one goal is to keep at risk kids in school and help every student reach the goal of high school graduation.

Mr. Dennis F. Dunn serves as the school's Assistant Principal for Administration. He holds a B.S. degree from Salem College in West Virginia and a M.Ed. in Educational Leadership from the University of South Florida. He holds a current Florida certificate in the areas of English 6-12 and Educational Leadership. Mr. Dunn's professional resume includes serving as an assistant principal, a principal and a district office administrator. He has spent more than 25 years as a school-based administrator. During this time he has had the opportunity to work with students on a variety of levels and has developed a deep understanding of factors affecting student achievement and motivation. Mr. Dunn has served as the principal of a school for incarcerated juveniles. That experience has contributed to his passion for working with struggling and underachieving students. For eight years he worked at the district level as Deputy Superintendent and Assistant Superintendent of Human Resources. During this time, Mr. Dunn's concerns were focused on all Polk County students' achievement. He was directly involved in developing and implementing programs affecting the entire student population. He has returned to the school-based level and once again is able to focus on individual students and their levels of achievement.

Mrs. Tracy E. Collins is the Assistant Principal for Curriculum. With a B.S. degree in Biology from Eckerd College, she spent several years working in the medical research field. She began her career in education by teaching Science from 1996 to 2003. As department chairperson of her school's science department, she worked to align each course's curriculum with Florida's Sunshine State Standards. After studying the State's benchmarks assessed by the Science portion of the FCAT, she designed an

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Integrated Science course for her school. Leading a team of four teachers, she developed a new curriculum which focused on standards in each of seven strands of the Sunshine State Standards and integrated reading and writing components into the daily plans. Mrs. Collins also began a mentoring program for ninth grade students in an effort to ease the transition from middle school to high school. The program was titled “ACTS” which stands for Aiming Children Towards Success. The program was an immediate success and continues to be a strong program at that school. In 2003 Mrs. Collins earned her M. Ed. From the University of South Florida and accepted her first administrative position as Assistant Principal for Curriculum at Lakeland High School. In the past three years, she has focused on student achievement and ways to increase the school’s performance. She has worked to set up tutoring programs, to integrate research-based programs such as Read180 and FCAT Explorer into the curriculum and to develop courses in Reading and Math to help struggling students. She has collaborated with administrators at another local high school and Southeastern University to offer weekend sessions for students focused on both FCAT and SAT/ACT preparation. Her current Florida certification is valid in the areas of Biology 6-12 and Educational Leadership.

All three members of Lakeland High School’s administrative team are dedicated to improving student performance and helping students meet the challenges with which they are faced.

High Quality, Highly Qualified Teachers:

Describe strategies to recruit and retain high-quality, highly qualified teachers to high-need academic areas.

Recruiting and retaining teachers is an important task. Polk County Schools are dedicated to reaching out and finding the best qualified candidates to fill our classrooms. Efforts to recruit and retain are evident at both the district and school levels.

The district-level staff organizes several recruiting trips on which they take school-based administrators to help with the recruiting efforts. In addition, there is an annual job fair during which applicants can interview with administrators from all school sites for a number of vacancies. This is an applicant-friendly way of getting applicants from within and outside of our area to come and learn about the opportunities within our school system. Several inservices are offered to offer support for teachers at all levels of experience. The focus of these trainings is to offer teachers tools to improve or enhance aspects of their teaching. Inservices cover a multitude of topics, from classroom management to technology training. It is the goal of the district to offer support and to assist teachers in their professional development.

At the school level, the administration and staff is dedicated to attracting high caliber teachers and minimizing attrition. A number of teachers hold National Board Certification and are very willing to work with other teachers through offering trainings and one-on-one support. In addition, Lakeland High School is proud to host high numbers of college students at the observation, practicum and internship levels from schools such as University of South Florida, Polk Community College, Southeastern University and Florida Southern College. The faculty is a cohesive unit and there is an effort to continue the tradition of excellence.

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Staff List:

Please attach a copy of your staff list in MS Word document. Include name, area of certification, teaching field, professional or temporary certificate, and number of years teaching.

2007-2008 Staff List for Lakeland High School

Name	Area of Certification	Teaching Field	Certification (Professional or Temporary)	Number of Years Teaching
Abdon, Brian	Athletic Coaching Endorsement Health K-12 Physical Education K-12 Specific Learning Disability Driver Education Endorsement	Health	Professional	14
Ayris, Kathryn	Elementary Education (1-6) Foreign Language-Spanish	Foreign Language	Professional	22
Baker, Pamela	Middle Grades English 5-9 Journalism 6-12 Home Economics 6-12 Industrial Arts-Technology Edu	TV Prod	Professional	16
Barnes, Dwanne	Exceptional Student Education	VE	Temporary	4
Barnett, Teresa	Elementary Education (1-6) Middle Grades Mathematics 5-9	Math	Professional	9
Bennett, Jeremy	Biology (7-12)	Science	Professional	6
Blasi, Diane	Middle Grades Mathematics 5-9	Math	Temporary	2
Bohlinger, Brenda	Physical Education K-12 Exceptional Student Education	VE	Professional	3
Bolano, Claudia	Music K – 12	Music	Professional	3
Bolding, Patricia	Middle Grades Mathematics 5-9	Math	Professional	20
Bowen, Deborah	Elementary Education (1-6) English to Speakers of Other Languages Mathematics 6-12 Middle Grades Mathematics 5-9	Math	Professional	31
Boyer, Dennis	Educational Leadership Social Science 6-12	Dean	Professional	23
Bozeman, Marlene	Social Science 6-12 Middle Grades Endorsement	Social Studies	Professional	23
Broadfield, Lovick	Mathematics 6-12 Reading K-12 Social Science 6-12	Reading	Professional	28
Burke, Suzanne	Art (K-12)	Art	Professional	12
Bush, Jerrilynn	Educational Leadership Mathematics 6-12	Math	Professional	12
Butler, William	Athletic Coaching Endorsement Physical Education K-12 Exceptional Student Education	VE	Professional	3
Campbell, Chere	Health Education Biology (6-12)	Science	Professional	30

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	Middle Grades General Science Middle Grades Endorsement			
Campbell, Michael	Athletic Coaching Endorsement Health K-12 Physical Education 6-12 Physical Education K-8	Health	Professional	21
Castle, William	Athletic Coaching Endorsement Physical Education 6-12 Physical Education K-8 Driver Education Endorsement	PE	Professional	40
Cecchine, Emily	Chemistry (6-12)	Science	Professional	7
Cherry, Andrea	Mathematics (6-12)	Dean	Professional	
Chilson, Elaine	Elementary Education (1-6) English to Speakers of Other Languages Guidance and Counseling PK-12	Counselor	Professional	13
Clark, Rebecca	Athletic Coaching Endorsement Health K-12 Physical Education 6-12	PE	Professional	5
Cleveland, Allen	English (6-12) English to Speakers of Other Languages	Language Arts	Professional	24
Collins, Deron	Athletic Coaching Endorsement Social Science 6-12	Social Studies	Professional	15
Collins, Tracy	Biology (6-12) Educational Leadership	Assistant Principal	Professional	11
Craig, Deborah	Mathematics 6-12	Math	Professional	15
Darby, Sadie	Educational Media Specialist Social Science 6-12 Middle Grades Endorsement	Media Specialist	Professional	31
Davis, Christopher	Physical Education K-12 Middle Grades Social Science Exceptional Student Education	Social Studies	Professional	3
Debrand, Juan	Physical Education K-12		Professional	
Denham, Patricia	Educational Media Specialist	Media Specialist	Professional	10
DeWitt, Erin	English (6-12)	Language Arts	Professional	4
Dietert, Sheldon	English (6-12) Middle Grades English 5-9 English to Speakers of Other Languages Music K-12	Language Arts	Professional	22
Dockery, Kenneth	Elementary Education (1-6) English to Speakers of Other Languages Exceptional Student Education	VE	Professional	28
Donley, Angel	Physical Education K-12	Reading	Temporary	2
Douglas, Paula	Middle Grades Social Studies	Reading	Temporary	3
Drax, Latasha	English (6-12)	English	Temporary	1
Duncan, Sylvia	English (6-12) Guidance and Counseling PK-12 History 6-12	Counselor	Professional	30
Dunn, Dennis	Middle Grades English 5-9 School Principal (All Levels) Speech 6-12	Assistant Principal	Professional	

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	Middle Grades Endorsement			
Eaton, Kathleen	Exceptional Student Education	VE	Temporary	1
Edwards, Johnathan	Middle Grades Integrated Curriculum	Science	Temporary	1
Eyman, Diana	English to Speakers of Other Languages Specific Learning Disabilities Elementary Education K-6 Exceptional Student Education K-12	VE	Professional	11
Faircloth, Amanda	Middle Grades Integrated Curriculum	Reading	Temporary	1
Ferrell, Jeanette	English (6-12) ESOL (K-12)	Language Arts	Professional	14
Fish, Nancy	Biology (6-12) Chemistry (6-12) Middle Grades Mathematics 5-9 Middle Grades General Science Middle Grades Endorsement	Science	Professional	20
Fite, Janice	English (6-12) English to Speakers of Languages Middle Grades Social Science Middle Grades Endorsement	Language Arts	Professional	28
Fitzgerald, Elayne	Business Education 6-12 VOC VOE (Non-Degree)	Business Ed	Professional	30
Flath, John	Middle Grade Social Studies 5-9 Physical Education K-12	PE	Professional	14
Franzino, Courtney	Guidance and Counseling PK-12 Physical Education K-8	Counselor	Professional	2
Fryzel, Barbara	Athletic Coaching Endorsement Biology (6-12) Middle Grades General Science Physical Education 6-12 Middle Grades Endorsement		Professional	16
Goodson, Andrea	Art (K-12)	Art	Professional	19
Greatens, Mark	Athletic Coaching Endorsement English (6-12) English to Speakers of Other Languages	Language Arts	Professional	13
Hall, Kerrie	Athletic Coaching Endorsement Foreign Language-Spanish	Foreign Language	Professional	10
Hallier, Paul	Elementary Education K - 6 English to Speakers of Other Languages Middle Grades Mathematics 5 – 9 Exceptional Student Education	VE	Professional	1
Hammerberg, Jacquelin	History 6-12 Political Science 6-12 Sociology 6-12	Social Studies	Professional	31
Harman, Bobbi	English (6-12)	Language Arts	Temporary	3
Harris, Tequila	Middle Grades Integrated Curriculum	Science	Temporary	1
Hearns, Dolecia	Exceptional Student Education	Dean	Professional	
Hebert, Jeanne	Elementary Education K-6	Reading	Professional	16
Herrera, Francisco	Foreign Language-Spanish	Foreign	Professional	11

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		Language		
Hoiem, Amy	Foreign Language-Latin Social Science 6-12	Foreign Language		
Hollon, Gay Lee		Science		
Huntington, Mary	Guidance and Counseling PK-12	Counselor	Professional	11
Israel, Norma	Athletic Coaching Endorsement Home Economics 6-12 Exceptional Student Education	VE	Professional	4
Ivey, Dorothy	Economics (6-12) English to Speakers of Other Languages Political Science 6-12 Varying Exceptionalities K-12 Middle Grades Endorsement Home Economics 6-12	Family/Cons	Professional	15
Johnson, James	English (6-12) Exceptional Student Education	Language Arts	Professional	2
Jones, Daraford	Middle Grades Mathematics 5-9 Math 6-12 Educational Leadership	Dean	Professional	4
Jones, Ryan	Athletic Coaching Endorsement Elementary Education K - 6	Math	Professional	4
Jones, Samantha	Chemistry (6-12)	Science	Temporary	3
Kendrick, Brescia	(Old) Administration/Supervision English to Speakers of Other Languages Mentally Handicapped Specific Learning Disabilities	VE	Professional	33
Kimbrell, Sid	(Old) Administration/Supervision Biology (6-12) Driver Education Endorsement Teacher Coor Work Experience			39
Krist, Julie Ann	Middle Grades Integrated Curriculum	Language Arts	Temporary	1
Lavin, Corinne	Exceptional Student Education K- 12 English to Speakers of Other Languages	VE	Professional	1
Leland, Heather	Social Science 6-12 Exceptional Student Education	Social Studies	Temporary	3
Longa, Tony	Sociology 6 - 12 Business Education 6 - 12		Professional	
Mackay, Lynn	Mathematics 6-12 Middle Grades Endorsement	Math	Professional	33
Madsen, Greg	Elementary Education K-6 English (6-12) English to Speakers of Other Languages Middle Grades Integrated Curriculum	Dean	Professional	3
Mallette, Theresa	English (6-12) Middle Grades English 5-9 English to Speakers of Other Languages	Language Arts	Professional	8

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Martinez, Kimberly	Home Economics 6-12	Family/Cons	Professional	17
Mask, Susan	Varying Exceptionalities K-12	VE	Professional	7
Matheny, Pamela	(Old) Spanish Middle Grades English 5-9	Foreign Language	Professional	33
McCoy, Paul		JROTC		22
Mercak, Valerie	Educational Leadership English (6-12) ESOL K-12 Speech 6-12 Middle Grades Endorsement Reading Endorsement	Reading Coach	Professional	26
Metcalf, Michael		Reading		
Miller, Leigh	Elementary Education K – 6 Exceptional Student Education	Math	Professional	3
Miller, Melissa	English (6-12) English to Speakers of Other Languages	Reading	Professional	2
Miller, Stephen	Social Science 6 - 12	Social Studies	Professional	1
Mislovic, Piper	Elementary Education (1-6) English to Speakers of Other Languages Middle Grades Mathematic 5-9 Physical Education 6-12 Physical Education K-9	Math	Professional	22
Mooney, Dane	Athletic Coaching Endorsement Mathematics 6-12 Physical Education K-12	Math	Professional	8
Morgan, Tammy	Mathematics 6-12 Middle Grades Mathematics 5-9	Math	Professional	4
Mortimer, Kimberly	Art (K-12)	Art	Professional	5
Munoz Marrero, Angela	Biology (6 –12)	Science	Professional	1
Murphy, Ashley		Language Arts		
Nesmith, Kristin	Music K-12	Music	Professional	2
Nipper, Ronald	Athletic Coaching Endorsement Business Education 6-12	Business Ed	Professional	12
Olson, Carolyn	Mathematics 6-12 Middle Grades Mathematics 5-9	Math	Professional	27
Ortiz, Blanca	Foreign Language-Spanish	Foreign Language		7
Paris, Christy	Humanities K-12		Professional	4
Parmer, Robert		AG		
Parry, Carolyn	Social Science 6-12 Sociology 6-12	Social Studies	Professional	8
Pierce, Cheryl	Biology (6-12) Chemistry (6-12)	Science	Professional	19
Pough, Malinda	Business Education 6-12	Business Ed	Professional	6
Redd, Rondal	JR ROTC	ROTC		27
Redeker, Fred		Math		
Renz, Kristin	English (6-12) English to Speakers of Other Languages	Language Arts	Professional	12
Reynolds, Angela	Athletic Coaching Endorsement Social Science 6-12	Social Studies	Professional	5
Reynolds, Maggie	Exceptional Student Education	VE	Temporary	6

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Richardson, Wendi	Elementary Education (1 – 6) English to Speakers of Other Languages Middle Grades Integrated Curriculum	Math	Professional	16
Richey, Claude	(OLD) Health Education Athletic Coaching Endorsement Educational Leadership Middle Grades General Science Physical Education 6-12 Driver Education Endorsement	PE	Professional	27
Robbins, Joanne	Specific Learning Disabilities	Reading	Professional	17
Roberts, Carole	Driver Education Endorsement Business Education 6-12 VOC VOE (NON-DREGREE) Coordinator of Cooperative Education	Business Ed	Professional	22
Rogers, Samantha	Business Education 6-12	Career Research	Professional	2
Sawyer, Laura	Biology (6 –12) Middle Grades Mathematics 5 - 9	Science	Professional	6
Schraw, Christine				
Schultz, Paul	VOC Electronics (Non-Degree)	Computer Ed		6
Seeden, Shenita	Exceptional Student Education Guidance	VE	Professional	5
Sheffield, Daryl	Middle Grades Integrated Curriculum Exceptional Student Education	VE	Professional	
Shelnut, Conni	Elementary Education (1-6) English (6-12) English to Speakers of Other Languages	Language Arts	Professional	27
Short, Thomas	Athletic Coaching Endorsement Mathematics 6-12 Physical Education 6-12 Physical Education K-8 Driver Education Endorsement	Math	Professional	18
Simonson, Kevin	Athletic Coaching Endorsement Biology (6-12) Middle Grades General Science	Science	Professional	9
Smith, Barbara	Art (K-12)	Art	Professional	20
Spivey, Megan	English (6-12)	Language Arts	Professional	1
Talbot, Daniel	Athletic Coaching Endorsement Physical Education 6-12 Driver Education Endorsement Health K-12	PE	Professional	8
Taliancich, Nancy	Chemistry (6-12) Physics 6-12	Science	Professional	20
Templeton, April	English (6-12)	Language Arts	Professional	12
Thomas, Mark	Biology (6-12) Physical Education 6-12 Physical Education K-8 School Principal (All Levels)		Professional	22
Thomas, Paula-Kaye	English (6 –12)	Language Arts	Temporary	1
Thurston, Rashard	Social Science 6-12	Social Studies	Temporary	1
Toreky, Carrie	Educational Media Specialist	Math	Professional	10

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	Mathematics 6-12			
Troller, Justin	Athletic Coaching (Part-Time)	Social Studies		10
Washington, Gloria	English (6-12) English to Speakers of Other Languages Reading Endorsement	Language Arts	Professional	28
Webster, Frankie	Athletic Coaching (Part-Time) Business Education 9-12	Business Ed		2
Wells, Pauline	Foreign Language-French	Foreign Language	Professional	13
Westberry, Allison	Middle Grades Integrated Curriculum	Science	Professional	2
Wharton, Bradley	Music K-12	Music	Professional	8
Willcockson, Kathryn	Guidance and Counseling PK-12 Middle Grades General Science Psychology 6-12	Counselor	Professional	13
Woods, Lisa	Athletic Coaching Endorsement Mathematics 6-12	Math	Professional	23
Worthington, Cynthia	Educational Leadership Psychology 6-12 Social Science 6-12 Driver Education Endorsement		Professional	10
Zamora, Maria	Middle Grades Integrated Curriculum	Language Arts	Temporary	4

SCHOOL IMPROVEMENT PLAN Additional Requirements

School Wide Improvement Model

Describe the research-based School Improvement Model at your school. How is this model being implemented, and how has it helped with student achievement?

Lakeland High School has studied and will begin to implement the Continuous Improvement Model. Each teacher has disaggregated all student FCAT data through the use of IDEAS. An instructional timeline has been developed to focus on the essential performance criteria of the FCAT. An instructional focus calendar will be developed in which teachers are teaching test taking strategies and FCAT standards. Assessments will be given approximately every eight days. After school tutoring will be available Monday through Thursday at no cost to the student. Tutorial sessions will provide instructional focus activities along with enrichment and extension activities.

The calendar for fall term 2007 is as follows:

Math Benchmark	Skills	Dates
Number Sense	MAA. 1.42, 1.44, 3.42 MAA 3.42, 3.43, 4.41	8/20 thru 9/21
Measurement	MAB 1.41, 1.42, 1.43, 2.41, 2.43	9/24 thru 10/18
Algebraic Thinking	MAD 1.41, 1.42, 2.42	10/22 thru 11/9
Geometry and Spatial Sense	MAC 1.41, 2.41, 3.41, 3.42	11/12 thru 11/30
Data Analysis/Probability	MAE 1.41, 1.422.41, 3.41	12/3 thru 12/14
Reading Benchmark	Skills	Dates
Words and Phrases in Context	LAA 1.4.2	8/20 thru 9/10
Main Idea (Stated and Implied)	LAA 1.4.2	9/10 thru 9/21
Author's Purpose	LAA 2.4.2	9/24 thru 10/5
Story Elements	LAE 2.4.2	10/8 thru 10/18
Compare and Contrast	LAA 2.2.7	10/22 thru 10/26
Cause and Effect	LAE 2.2.1	10/29 thru 11/9
Research Tools and Skills	LAA 2.4.2 2.6.1	11/13 thru 12/1
Synthesizing Across Text	LAA 2.4.8	12/3 thru 12/14

As this is the first year that this model will be implemented, it is unknown what impact it will have on student achievement. It is anticipated that there will be a significant positive impact. The people responsible for monitoring and overseeing the implementation of the CIM are the Principal, APC, Reading Coach and Academic Dean.

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Communication with Parents

Describe the process used to provide parents with written notification on the academic progress of their child in a format parents can easily understand. Also, attach a copy of the communication sent to parents.

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Having excellent and continuous communication with parents has been a goal of the teachers and administrators of Lakeland High School. Teachers are encouraged to make phone calls to communicate with parents as concerns arise and/or to share successes of the students. The school uses the district-adopted Ed-Connect system which has the ability to make telephone call-outs and mass email contacts to the entire school population and/or specific student groups.

Much of the communication between school and home is via the internet. The school website is updated daily with information. Several links on the website direct parents to sources of information, such as the district's Student Progression Plan, the school's curriculum guide, scholarship information and the district's Code of Conduct. A complete list of faculty with their email addresses is available at the website. Parents are given the opportunity to sign up for the Parent Internet Viewer, or PIV. Through this program, parents are given a login name and password by which they can access their student's grades and attendance at any time. They can also request reports be sent to them through email at specific times, such as when a student has an unexcused absence, when a grade falls below a particular level or when they wish to have grade and attendance reports sent to them.

Written communication specific to individual students is sent home as needed. Hard copy report cards are generated once per nine weeks. Counselors review student grades and make verbal and written contact with parents as needed. Parents receive notices when their student receives work detail and/or suspension. Attendance is tracked by the school's Dean of Attendance and letters are sent home once a student has missed five days. Subsequent letters are sent home and contact is made by phone if the number of absences continues to increase and an attendance contract becomes necessary.

The school's TEMPO group (Teachers, Educators, Moms and Pops Organization) publishes a quarterly newsletter called *The Tempo Tide*. In each issue there is a Principal's message along with important information regarding dates and events at the school. This publication is mailed to every student's home.

Through a variety of methods, Lakeland High School keeps the parents, students and other stakeholders of the school informed about the school and individual student performance.

Teacher Mentoring

Describe your school's Teacher Mentoring Program.

Teachers joining the faculty at Lakeland High School are supported in a variety of ways by veteran teachers, administration and district offerings.

Through the PEC program, teachers with no teaching experience are paired with an experienced teacher to guide them through their first year. Teachers are observed at least once each nine weeks and given constructive feedback. Substitutes and release time are provided for these teachers to spend time observing experienced teachers. New teachers with teaching experience and/or education degrees that are not required to go through the district's PEC program are assigned peer teachers if they or the administration feel the new teacher would benefit from such an assignment.

An effort is made by administration to support new teachers by paying close attention to the teaching assignment of the new teacher. New teachers do not teach extra periods so that they are ensured a proper amount of planning time. New teachers, if possible, are scheduled fewer students and are scheduled to teach fewer different courses than experienced teachers.

Lakeland High School is fortunate to have several National Board Certified teachers (NBCT) and they serve as a valuable resource in teacher mentoring. Once a month, these NBCT hold a support meeting for all teachers. During these meetings, at which no administration is present, teachers are able to discuss best teaching practices, experiences and areas of concern in a nurturing and supportive environment. The NBCT are able to give encouragement and support to their peers. The NBCT teachers have developed manual for teachers new to LHS to give information about state, district and school-level expectations and resources.

Training is offered at the school site to help teachers in many areas. Technology training is offered on a regular basis to address using the electronic grade book and Outlook, posting assignments on line through the school web page, working with computer programs such as Powerpoint, Word and Excel and integrating technology into the classroom. The media specialists offer training on media services available at the school and district levels and use of the media center's computer lab. Many teachers at LHS have attended several Kagan trainings and have established a Kagan support group to facilitate those integrating Kagan structures into their instruction. To help with classroom management, a semester-long course in Fred Jones is offered twice per school year by one of the NBCT. In an effort to help teachers needing to pass the General Knowledge Test for certification purposes, several review sessions are offered after school.

The district also offers FLIGHT inservices. New teachers are required to complete the level 1 Flight course and several follow-up courses are offered which focus on different aspects of teaching, such as classroom management and assessment. FLIGHT inservices are open to all teachers in the district and offered at a variety of locations and times to accommodate participants. Prior to entering the classroom, all new teachers spend three days in the district's TIPS workshop. The workshop focuses on classroom management, lesson planning, ESE and ESOL accommodations, and teacher ethics. These teachers also attend a district -level orientation session prior to beginning their teaching assignment.

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Identification of low-performing teachers is done by the administrative team. Information is gathered using classroom walk throughs, conferences, and student data obtained through IDEAS. A plan for corrective action is then developed by the administrative staff and the teacher.

Tracy Collins, Assistant Principal for Curriculum, is the school-based person in charge of teacher mentoring. At the district level, the office of Professional Development, specifically Annette Campbell, is responsible for teacher mentoring and monitoring of the PEC process and FLIGHT courses.

This year, Valerie Mercak, Reading Coach, is mentoring the following teachers: Fred Redeker, Glen Cashman, Trishana Williams, Stacy Huey, William Fann and Gay Lee Hollon.

Extended Learning Opportunities

Describe the programs that are provided before and after school, during the summer, and during the extended school year.

Opportunities are available to assist students in improving their academic performance. Tutoring, specifically in Math and English, are available every Tuesday and Thursday at no charge to the student. Two Math teachers and two English teachers are available from 2:15 until 3:15 to help students in specific areas and/or to work with them on FCAT skills. The school's NovaNET lab is open to students as well. The NovaNET lab is used for credit recovery and for FCAT and SAT preparation. For a student struggling with particular concepts, the extra time and alternate mode of delivery can aid in skill acquisition. The effectiveness of the tutoring program is measured by the student's performance and mastery of skills. In addition to these after-school opportunities, the ESOL teacher provides extra after school help to LEP students as well as tutoring in Spanish to all students.

Each student is provided a login name and password to FCAT Explorer. This free, internet-based program is designed to allow students to practice skills addressed on the FCAT. Students can work on FCAT Explorer from home or take advantage of the school's computer lab before and after school. A similar FCAT-prep course is available through Florida Virtual School and students can register for this course to practice FCAT skills outside of the school day.

There are several opportunities for students to gain credits through non-traditional means. Students can dual enroll with local community colleges and universities, and they can take courses through virtual on-line schools (Polk Virtual and Florida Virtual Schools). They can also enroll in night school at West Area Adult School. In addition, in January 2007, students gained access to Nova Net, a computer-based program that focuses on credit recovery.

LHS works closely with outside agencies, such as Learning Resource Center, to get students the help they need in specific areas. These outside agencies offer tutoring in many areas. Though there is a fee for these programs, scholarships are available. Lakeland High School often provides space to these programs so that sessions can be held on the campus and are more readily accessible to its students.

Dependent upon Extended Learning funds, there is a plan to implement Saturday sessions to offer struggling students an opportunity for extra preparation for the FCAT and SAT tests.

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With the support of the district and other outside agencies, the staff at LHS works to offer students a variety of extended learning opportunities.

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Schools Graded C or Below (new State requirement, Sec. 1001.42(16)(a),F.S.)

Professional Development:

Describe the professional development that supports enhanced and differentiated instructional strategies:

Lakeland High School is fortunate to have been selected to work with Dr. Max Thompson and Learning Focused. Through a representative from Learning Focused, approximately half of the staff is receiving direct training on curriculum maps to standardize and align curriculum and classroom strategies to improve student performance. The remainder of the staff is being trained by the Reading Coach and Administrators.

In addition, bi-weekly plan period meetings are held where the entire staff receives training from the Reading Coach, Testing Coordinator, Administration or Guidance Team that focuses on enhancing instruction and working with struggling students.

Several staff members are working in the inclusion model that was implemented this school year. Whether they are working on a co-teach model team or a support facilitation model team, the teachers are working with district-level trainers and administrators to better meet the needs of both the regular education and special education students.

Disaggregated Data

Describe the use of student achievement data to determine the effectiveness of instructional strategies:

All teachers have access to the district's data analysis tool, IDEAS. All teachers have been trained in disaggregation of student data and have been allotted time to research the students scheduled to them. The school's Testing Coordinator and Administrators provide continuous training and support in the area of data analysis. The teachers are held accountable for knowing their students' present levels and for developing strategies to improve student performance.

Informal and Formal Assessments

Describe the type of ongoing formal and informal assessments to be used during the school year to measure student progress:

Lakeland High School uses several forms of assessment to measure student progress.

Kaplan Achievement Planner is administered four times per year to all ninth and tenth grade students in the areas of Reading, Science and Math. These formative assessments provide information to the teachers on how the class as a whole, as well as the individual students, has mastered the benchmarks in each of the two areas. The Achievement Planner is also a resource for teachers by which they are able to access enrichment and enhancement lessons for students in order to strengthen or enhance skills tied to the benchmarks. All

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Kaplan tests are scanned by the Testing Coordinator, and the data is available on the Kaplan site as well as through the IDEAS system.

During the 2007-2008 school year, the district has partnered with Write Score! to provide testing in the areas of Reading and Writing. Tenth graders will receive three test administrations in both Reading and Writing, while ninth graders will receive three administrations in Reading only. Ideally, ninth and tenth graders would test three times in Reading, Writing and Science, however due to financial constraints, the district has set the testing guidelines as described above.

Several Reading assessments are conducted throughout the school year. MAZE testing is conducted for all Level 1 and Level 2 Reading students by the Reading teachers and the Reading Coach. SRI and fluency probes are used to screen and progress monitor all reading students in grades 9-12.

Classroom teachers administer a pre-test and a post-test whereby they are able to measure growth within their particular content area. They are expected to follow FCAT-style format when creating their assessments and implement the use of scoring rubrics.

Alternative Instructional Delivery Methods

Describe the alternative instructional delivery methods used to support remediation, acceleration, and enrichment strategies:

The primary method of remediation is through the NovaNET credit recovery lab. Through NovaNET, students are able to work at their own pace through modules in order to master concepts of a course in which the student has previously been unsuccessful. The lab is available during the day as a scheduling option for students, as well as after school and on the weekends. This allows the student to have flexibility in their schedule and to determine their best use of the lab. In addition to credit recovery, students are able to use NovaNET for FCAT prep, SAT prep and its reading library.

On-line education allows students the opportunity to both re-take courses and to take courses at an accelerated rate. Through Florida Virtual School and Polk Virtual School, the student has the option to enroll in the virtual environment. Polk Virtual must be taken during the student's regular school day, and Florida Virtual can be taken at any time. Courses that are not available at the school site are easily accessed through the FLVS system, thereby adding more options for the student in their course selection.

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Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.)

Schools Offering Any Grades 6 through 12 except K-6 and K-7

Describe your school's plan for addressing the ten guiding principles of Secondary School Redesign. If the principles are addressed throughout your School Improvement Plan, identify precisely (under which heading) where each principle is addressed in the text box on the website template.

Different Innovative Approaches to Instruction

One of the most radical changes this year is the move toward inclusion. Inclusion is being rolled out with the ninth grade, with a plan to include one more grade level per year. The co-teach and support facilitation teams are implementing new strategies

LHS has partnered with Max Thompson and Learning Focused. The staff is being trained in curriculum and the strength of an aligned, standards-based curriculum. Additionally, the LF training focuses on highly successful strategies for working with students at all levels. Many of the strategies involve improving students' reading skills and higher order thinking skills.

Responsibility of Teaching Reading for Every Teacher

Reading is taught across all curriculum areas. The Reading Coach does an outstanding job of providing inservice to all faculty members on a weekly basis. The inservices focus on a wide range of reading topics from the foundations of reading instruction to the strategies to use in the classroom. Teachers are required to attend the meetings and complete follow-up assignments. Administrators check for fidelity during classroom walk throughs. Strategies are documented in each teacher's lesson plans.

In addition to learning about reading instruction, teachers are expected to use reading test data to drive instructional decisions in the classroom. All teachers are to be aware of and document their students' present reading levels

Quality Professional Development for Teachers and Leaders

LHS has partnered with Max Thompson and Learning Focused. The staff is being trained in curriculum and the strength of an aligned, standards-based curriculum. Additionally, the LF training focuses on highly successful strategies for working with students at all levels.

Several teachers are also actively being trained in the areas such as inclusion, ninth grade centers, and reading endorsement courses.

Small Learning Communities

Teachers work in small learning communities in three ways: by plan period, by grade level, and by content area.

Plan period groups consist of roughly 25-30 teachers across grade levels and curriculum areas. The main purpose of these groups is for delivery of inservice training. It is also an opportunity for school improvement planning and smaller discussion groups of school issues.

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Grade level meetings are new for LHS teachers this year. With the implementation of the ninth grade academy, the campus has been set up in a different way. Where the teachers were previously assigned rooms by common content area, the teachers are now grouped by grade level. The teachers meet to discuss particular students and strategies for improving student performance.

Content area teachers meet on a regular basis through department-level meetings. Curriculum issues such as curriculum mapping and alignment, testing, textbooks, and testing are discussed in these forums.

- Intensive Intervention in Reading and Mathematics**
Information on intervention can be found in the Reading and Math sections of the SIP.
- Course Choice Based on Student Goals/Interests/Talent**
Students select major areas of interest during their 8th grade year via the ePEP system. Registration processes allow students to select elective courses based on interest and goals. Academic courses are selected after conferencing with students, reviewing academic histories and reviewing student goals.
- Master Schedules Based on Student Needs**
The Master Schedule is built based on the needs of all students. LHS has both ends of the spectrum in that it has a high percentage of high performing students and a high percentage of struggling students. The challenge is to meet the needs of both, by offering sufficient intensive courses in Reading and Math, credit recovery options, a wide range of ESE courses and settings, and ESOL support classes. The Reading Department has grown from two teachers to ten teachers in the past three years and the ESOL unit has grown from one period to a full unit in the last two years. Inclusion has been implemented in ninth grade, which requires the addition of co-teach and support facilitation models. Traditional ESE scheduling, including VE courses and Learning Strategies classes are still offered for our upper grade ESE students. On the other end of the spectrum, the high achieving students have plenty to choose from as scheduling options. More than 15 AP courses, three different foreign languages including Latin, dual enrollment and virtual school options are offered. Unique programs, such as Leadership Cadre and the LPN program are offered through LHS which expose the students to opportunities beyond the traditional classroom. With the implementation of major areas of interest, LHS is working to add more majors so as to meet the needs of our diverse group of students.
- Parental Access and Support**
Information can be found in the parental communication section of the SIP.
- Applied and Integrated Courses**
Information about the variety of courses offered at LHS can be found in the Demographics section of the SIP.
- Academic and Career Planning**
Academic planning occurs primarily through consultation with the student's guidance counselor. Several parent information nights are held in order to educate parents about post secondary options, as well. A full-time college and career specialist is on staff that meets with each senior during his/her senior conference. Juniors take a college and career course during which various post secondary

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options are explored. ASVAB and CPT testing are conducted, college site visits, job shadowing and other academic and career planning activities take place.

SCHOOL IMPROVEMENT PLAN

Reading

Needs Assessment:

Objective: Increase from 39% to 58% the number of students scoring a level 3 or higher on the 2008 FCAT SSS reading assessment.

Please indicate which area the objective targets:

- AYP
 - Increase of Proficiency Scores
 - Decrease of Non-Proficiency Scores
 - Safe Harbor
 - Growth Model
- School Grades
 - Learning Gain of Higher Performance Achievement Levels 3 and above
 - Levels 1 & 2 Learning Gains
- Other: _____

Strategies:

- Include Reading as a required class for all ninth grade students not on the honors track in an effort to maximize student achievement and maintain small class sizes in these classes
August 07- June 08
-APC, guidance, Reading Coach
- All students who receive level 1 or 2 FCAT scores will take an intensive reading course, as outlined in the 2005-2006 NCLB legislation, which offers a rigorous and relevant reading curriculum, as outlined by the DOE
- Integrate Max Thompson's Learning Focused format and strategies into all classrooms with a focus on reading across content areas.
- Target low performing subgroups as diagnosed by 2007 AYP and school results- African American, Hispanic, economically disadvantaged, students with disabilities, and senior retakers –and schedule these subgroups into the appropriate reading curriculum
- Continue to identify at-risk students using test scores, academic histories, and anecdotal data and schedule them into appropriate courses for instruction and remediation
-July 2007, ongoing
-guidance, APC, teachers, reading team
-3 yr. FCAT report
entrance test for reading (DAR, SRI, fluency probe)
- Implement an intensive reading curriculum, as outlined by the DOE, for level 1,2 FCAT students
-use SBRR materials

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- address all 5 components of reading
- differentiate instruction based on student needs and abilities
- periodically assess and progress monitor student performance
- reading coach to train/assist teachers with reading endorsement
- reading teachers, reading coach, APC
- August 07-June 08

- Use SRI and/or fluency probes to screen and progress monitor all reading students in grades 9-12
 - SRI based on FCAT main idea/words, phrases in context cluster
 - fluency probes based on SBRR: use county probes or OKAPI software for curriculum based probes
 - August 07-June08
 - reading teachers, reading coach, reading team
 - increase current licenses for SRI if needed
 - progress monitor 3 times per semester: beginning, middle, end and submit quarterly reports

- Use SRI to obtain lexile scores for students to acquire appropriate instructional reading level materials, to differentiate instruction, and to develop reading groups

- Use FCAT Explorer software program in reading classes
 - Reading teachers, reading coach, testing coordinator, APC, lab manager
 - August 07—June 08
 - Teachers to enroll students, print class lists, issue passwords, monitor student progress and use related resources/links

- All content teachers to use Kaplan Achievement planner software to disaggregate data based on FCAT test strands, to provide parallel FCAT reading assessments, and to remediate (with whole class or individualized instruction)
 - All content teachers, APC, data specialist
 - August 07- June 08

- All content teachers receive data from Write Score! testing and identify areas of strength and weakness among their students
 - All content teachers, APC, data specialist
 - August 07- June 08

- All content teachers to be trained to use IDEAS (Interactive Data Evaluation and Assessment System) for quick access to student testing data, for creating class and individual profiles, and for differentiating instruction
 - All content teachers, APC, data specialist
 - August 07- June 08

- Provide after school tutoring by a reading teacher

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Objective #2: All subgroups will decrease by 10% the number of students in each subgroup that are not meeting scoring a 3 or better as reflected in the 2008 FCAT SSS reading assessment.

Strategies:

All those listed above **plus**

- Use structured corrective reading program (SRA) for ESE students with decoding and comprehension components
 - screen and diagnose for reading (DAR, fluency probe, BASIS)
 - monitor and evaluate curriculum based on disaggregated student data
 - differentiate instruction based on student needs and abilities
 - include reading goal on IEPs
 - periodically assess and progress monitor student performance
 - reading coach to assist teachers with reading endorsement /K-6 certification
 - supplement reading program with materials on students' instructional reading levels
 - August 07- June 08
 - ESE teachers, reading coach, APC, ESE resource teacher
 - Students who qualify for ESOL class to be taught by ESOL certified or endorsed teacher

 - curriculum to include strong focus on vocabulary and developing background knowledge
 - ESOL strategies to be used daily
 - audio-assisted readings when needed
 - reading strategy instruction, application, and feedback
 - differentiate instruction based on student needs and abilities
 - periodically assess and progress monitor student performance
 - August 07- June 08
 - ESOL teacher, ESOL paraprofessional, APC, reading coach
- Add updates to READ 180 lab to meet the needs of low performing subgroups
 - instructional model to include whole group direct instruction, small group direct instruction, modeled and independent reading, and lab rotation for individualized instruction (in reading zone, word zone, spelling zone)
 - READ 180 teachers to receive training to understand program components and maximize student learning potential
 - labs to be taken off school server and put on dedicated server for greater efficiency
 - reports to be completed every 4 ½ weeks to assure that data drives instructional decisions
 - differentiate instruction based on data

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- periodically assess and progress monitor student performance (SRI)
- increase site licenses, as needed
- August 07- June 08
- network manager, READ 180 teachers, reading coach, APC
- Begin inclusion in the 9th grade center as a means of exposing more ESE students to the regular curriculum
- Schedule ESOL students into both regular English classes and Developmental Language courses year long in an effort to maximize exposure to English and enhance reading skills.
- Offer a Senior Strategies reading class, in addition to the intensive reading classes, that will include the following components
 - multiple different readings on themes/concepts to develop more background knowledge for FCAT testing
 - daily writing about reading
 - strong focus on vocabulary development
 - more time devoted to independent reading with instructional level text
 - strong attendance, participation, and contract policies
 - work on test-taking techniques, study techniques, and motivation for reading

Evaluation:

- Summative results on the FCAT reading assessment
- Semester pretests and posttests
- Scholastic Reading Inventory (SRI) scores
- Fluency probe scores
- Teacher made tests, observation/anecdotal records, portfolios

Research-Based Program:

- Core: Language Comprehensive Literacy Curriculum (books C,D,E,F)
- Core: Bridges to Literature (county adopted) – all 3 levels
- Core: Reader's Handbook
- Core: SRA (for ESE department) (A,B,C – decoding and comprehension)
- Supplemental: Teaching Phonics and Word Study in the Intermediate Grades
- Supplemental: Words Their Way (for phonics)
- Supplemental: Reading to Graduate (for FCAT preparation)
- Supplemental: Impact (for FCAT preparation)
- Supplemental: FCAT Reading Amsco publications (for FCAT preparation)
- Supplemental: Scholastic magazines (Scope, Action, etc.)

Professional Development Aligned with this Objective:

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The professional development intervention will focus on facilitating reading in the content areas and supporting reading teachers to build up their knowledge base of the five reading components. CRISS training will be offered to all faculty. Monthly inservice by the reading coach and data analysis specialist will include training on reading strategies, progress monitoring, assessment, data analysis, brain-based learning, and differentiated instruction, as well as modules offered by the district office such as strategic instruction model (SIM), content enhancement, LINC, etc. Weekly inservice by the reading coach to the reading teachers will include instruction in all components of the reading endorsement competencies as well as more in-depth instruction on interpretation of data, assessment, progress monitoring, skill remediation, and instructional practices. The primary inservice mechanisms used will be school-wide inservice, peer group learning community process, and grade level/team/department process. The professional development activity instructional methods applied will include a variety of delivery mechanisms, including, but not limited to lecture, product development, action research, cooperative learning activities, independent/guided practice, skill practice with feedback and embedded, ongoing coaching.

Evaluating the Quality of the Training as Reported by Participants:

The principal, assistant principal, reading coach, and data analysis specialist will interact with participants to gather feedback as to the quality and relevance of the professional development during planning, interim and summary conversations concerning the Individual Professional Growth Plan (IPGP) as well as during the facilitative leadership feedback process for each inservice. Program-based feedback gathering instruments will also be used (for CRISS, county modules). In addition, the reading coach/data specialist will also design feedback gathering instruments specific to their workshops/in-services.

Monitoring Integrity of Implementation:

Members of the school leadership team will monitor the integrity of this professional development initiative. Documentation of successful participation by staff in professional development activities related to this content will be tracked using district HRD sign-in sheets and IPGP processes and completion of related conversations that occur between teachers and school leaders. Specific objectives for the activities will be identified and participants will be assessed by the following methods: product development, observed application, and written reflections. Participant feedback will be analyzed to ensure relevance/application of the professional development content and to ensure that applied learning content is appropriate to the intended goal. Knowledge of adult learning and principles of constructivist-based teaching will be applied to all inservice training and activities will be delivered through a variety of instructional practices and technologies that support individual and group learning. Participant records of successful completion will be maintained and inservice credit will be reported to HRD in accordance with district and state requirements.

Supporting Implementation Through Follow-up and Resources:

Successful acquisition of the professional development content and implementation of the related knowledge, skills, and mental models will be documented using the following processes: lesson plan analysis, direct observation, reading coach conferencing, project completion, written reflection, samples of student work, and formal job embedded coaching. In addition, the professional development facilitator(s) or other support staff will provide support, assistance, feedback, and modeling through coaching and mentoring to assure appropriate application of the knowledge and skills in the classroom. The participants and school administrators will conduct an evaluation, as part of the IPGP process, that documents the implementation of the newly learned knowledge and skills into the classroom environment.

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Evaluating the Impact on Student Achievement:

Evaluations of the effect of the professional development activities will be assessed through standardized test results (including FCAT data), teacher constructed student test results, portfolios of student work, checklists/charts/graphs of student performance and progress, observed student behavior documentation, and performance assessments using analytical and holistic scales.

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Budget:

Issues to Address	Describe Resources	Funding Sources	Total Funds Available	Unmet Funds
Research-based Programs	Read 180 Lab and Updates Write Score! Kaplan Achievement Planner Learning Focused	District Funds Title II		
Research-based Resources				
Research-based Resources				
Technology	Computers,	PSTF Funds	\$2000	
Professional Development	Read 180 teacher training Learning Focused Training FIN training for inclusion teachers	No cost Title II	N/A	
Other				

Highly Qualified Certified In-Field Instructors

List and describe district and school level support and/or professional development that is being provided for instructors and paraprofessionals who are not highly qualified in reading.

The district has a specific progression outlined for a teacher desiring to add the reading endorsement to his/her certificate. This program consists of five (5) 60-hour inservice modules. All modules are offered several times through the school year at no cost to the teacher. Each school site has on staff an instructional coach. The primary function of the instructional coach is to work with the staff to understand reading strategies and to help them integrate these strategies into their instruction. The instructional coach works hand-on-hand to help teachers seeking the reading endorsement work their way through the modules. At Lakeland High School, all teachers in the Reading Department meet each Monday afternoon to collaboratively plan and discuss issues.

SCHOOL IMPROVEMENT PLAN

Math

Needs Assessment:

- 56% of students taking the SSS FCAT Math Assessment scored level 3 or above
- 34% of Black students scored a level 3 or above
- 43% of economically disadvantaged students scored
- 21% of LEP students scored a level 3 or above
- 21% of Students with Disabilities scored a level 3 or above
- The percentage of students scoring a level 3 or above on the 10th grade SSS FCAT Math Assessment was 59%
- The percentage of students scoring a level 3 or above on the 9th grade SSS FCAT Math Assessment was 53%

Objective: Increase the percentage of students achieving a Level 3 on the 2008 FCAT Mathematics assessment from 56% to 62%, the State Objective

Please indicate which area the objective targets:

- AYP
- Increase of Proficiency Scores
 - Decrease of Non-Proficiency Scores
 - Safe Harbor
 - Growth Model
- School Grades
- Learning Gain of Higher Performance Achievement Levels 3 and above
 - Levels 1 & 2 Learning Gains
- Other: _____
- _____

- **Strategies: Continue to utilize the Prentice Hall and Houghton Mifflin Series of textbook and ancillary materials for instruction in all Math classrooms**
 - From fall 2007 through Spring 2008
 - To be monitored by Math Department Chairperson and APC
- Continue to use the FCAT Explorer, and Test Ready Software
 - Yearlong
 - Monitored by individual teachers, testing coordinator, APC
- Continue to provide tutoring after school
 - Yearlong
 - Monitored by individual teachers, tutors and APC
- Begin inclusion in the 9th grade center as a means of exposing more ESE students to the regular curriculum

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- **Yearlong**
- **Monitored by teachers and administration**

- **Use Kaplan Achievement Planner as a progress monitoring tool and access enrichment and enhancement lessons from the planner**
 - **Yearlong**
 - **Monitored by teachers and administration**

- **Follow Learning Focused strategies and curriculum maps to align curriculum to the standards and benchmarks**
 - **Yearlong**
 - **Monitored by teachers and administration**

- **Use the after school and weekend tutorial sessions and refer students from lower-achieving subgroups to the program coordinator**
 - **Fall 2007- March 2008**
 - **Referred by teachers/counselors late July/early August**
 - **Monitored by teachers and Program Coordinator (APC)**

- **Continue to identify at-risk students using test scores and academic histories and schedule them into appropriate courses, which will provide them with additional instruction.**
 - **Spring 2007- Spring 2008**
 - **Guidance Counselors, Math teachers and APC**

- **Continue to offer Intensive Math course for students who have not achieved a passing score on the FCAT math assessment**
 - **Yearlong**
 - **Guidance Counselors, Math teachers and APC**

- **Use assessments in the classroom that mirror the FCAT format**
 - **Yearlong**
 - **Math teachers**

- **Utilize the FCAT 3 Year Study and IDEAS to customize instruction and remediation**
 - **Yearlong**
 - **Math Teachers, Testing Coordinator and APC**

Evaluation:

- **Pretest and Posttest students to show growth in every math course**
- **Pretest and Posttest FCAT practice evaluations**
- **Achievement on end of course tests generated by the district**
- **Kaplan Achievement Planner scores**

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Research-Based Program:

- FCAT Explorer
- Max Thompson and Learning Focused
- Kaplan Achievement Planner
- FCAT Florida Virtual School Course

Professional Development Aligned with this Objective:

Introduction: The professional development intervention will focus on Writing Across the Curriculum and vertical teaming. Activities will occur on an on-going basis throughout the school year applying the following delivery mechanism(s): Peer Group Learning Community Process and School-wide Inservice Process. Professional development activity instructional methods applied will include the following: Lecturette, Small Group Activities (Cooperative Learning), Skill Practice with Feedback, Guided Practice, Independent Practice and Embedded On-Going Coaching.

Evaluating the Quality of the Training as Reported by Participants: Participants will provide feedback and evaluate the quality of the professional development activities by completing the District HRD Professional Development Activities Evaluation Form (HRD Form 005) at the completion of program activities. In addition, the principal and assistant principal will interact with participants to gather perceptions as to the quality and relevance of the professional development during planning, interim and summary conversations concerning the Individual Professional Growth Plan (IPGP).

Monitoring Integrity of Implementation: Members of the school leadership team will monitor the integrity of this professional development initiative. Documentation of successful participation by staff in professional development activities related to this content will be tracked using district HRD Sign-in Sheets and Individual Professional Growth Plan (IPGP) processes and completion of related conversations that occur between teachers and school leaders. Specific objectives for the activities will be identified and participants will be assessed in relation to those objectives by applying the following strategies: Product Development and Observed Application. Participant feedback will be analyzed to ensure relevance and coherence of the professional development content and to ensure that applied learning strategies are appropriate to the intended goal. Knowledge of human learning and change will be applied and will include modeling of effective teaching practices as well as practice and feedback. Activities will be delivered through a variety of technologies that support individual and group learning. Participant records of successful completion will be maintained and Inservice Credit will be reported to HRD in accordance with district and state requirements.

Supporting Implementation Through Follow-Up & Resources: Successful acquisition of the professional development content and implementation of the related knowledge, skills and mental models will be documented using the following strategies: Lesson Plan Analysis, Direct Observation, Project

Completion and Formal Job Embedded Coaching. In addition, the professional development facilitator or other support staff will provide support and assistance through coaching and mentoring to the participants to ensure appropriate application of the knowledge and skill in the classroom. The

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participants and school administrators will conduct an evaluation as a part of IPGP processes that documents the professional development was implemented as planned and the faculty member applied the newly learned knowledge and skills in the classroom.

Evaluating the Impact on Student Achievement: Evaluations of the effect of this professional development intervention on student achievement will be demonstrated through an analysis of FCAT Data and Teacher-constructed Assessments.

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Budget:

Issues to Address	Describe Resources	Funding Sources	Total Funds Available	Unmet Funds
Research-based Programs	Kaplan Achievement Planner	District Funding	N/A	N/A
Research-based Resources	IDEAS Learning Focused Kaplan Achievement Planner	N/A	N/A	N/A
Technology	Additional student computers Software for remediation and enrichment	Technology Budget—PSTF funds	\$2000	\$20,000
Professional Development	IDEAS training; Kaplan training Learning Focused Inclusion Training for Inclusion teachers	No cost No cost Title II funds	N/A	N/A
Other				

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Highly Qualified Certified In-Field Instructors

List and describe district and school level support and/or professional development that is being provided for instructors and paraprofessionals who are not highly qualified in mathematics.

All of the instructors in the Math Department are highly qualified.

SCHOOL IMPROVEMENT PLAN
Writing

Needs Assessment:

- The percentage of students scoring a level 3.5 or above on the FCAT Writing Assessment in 2006-2007 was 88%
- The percentage of Black students scoring a level 3.5 or above was 81%
- The percentage of Hispanic students scoring a level 3.5 or above was 75%
- The percentage of disabled students demonstrating proficiency was 62%
- The percentage of economically disadvantaged students demonstrating proficiency was 82%
- The average score for expository writing was 3.6
- The average score for persuasive writing was 3.6

- **Objective:** Increase the percentage of all students scoring 3.0 or above on the FCAT Writing Assessment by at least 1% (as outlined by the NCLB requirement for AYP)

Please indicate which area the objective targets:

- AYP – Proficiency rate of 3.0 or higher
 - School Grades – Proficiency rate of 3.5 or higher
 - Other: _____
-

Strategies:

- Improve teachers abilities to teach writing skills and assess using scoring rubrics
- Increase writing across the curriculum by having a writing requirement in all courses
- Utilize data from Write Score! testing to determine students' areas of strength and weakness
- Schedule classes under 30 and establish expectations for teachers. Require writing folders and ongoing teacher training for a vertical team approach so that students get sequential skill building.
 - Yearlong
 - Guidance Counselors and APC responsible for scheduling;
 - English teachers monitor writing folders
 - APC and English department chairperson provide training for vertical teaming
- Purchase smart boards, presenter boxes, etc., to encourage technology use and enhance the teaching of writing.
 - Yearlong
 - Technology committee to appropriate funds as available
- Provide in-service training so all staff members are exposed to writing techniques they can use with their students-- and so that all educational staff on campus can write effectively in day-to-day situations.
 - Yearlong
 - APC and English department chairperson work together to provide training

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- Ask the testing coordinator to disseminate writing test scores promptly, both from Lakeland and from Harrison Arts Center. The testing coordinator should assist teachers in assessing their students' needs from the data received.
 - As data becomes available
 - Testing Coordinator and APC

Evaluation:

- Feedback and assignments after workshop training
- Parent and student evaluations
- Improvement of writing test scores—FCAT from 9th to 10th and PSAT/SAT from 10th to 12th during the 2007-2008 school year
- A return to each teacher's maintaining a set of writing folders for each class, then passing on the folders to the next year's teachers
- Overall improvement of each student's writing as measured from the beginning to end of each English course using a rubric as an assessment instrument during the 2007-2008 school year
- Growth of students' writing abilities by use of the Write Score! program

Research-Based Program:

- Learning Focused
- Write Score!

Professional Development Aligned with this Objective:

Introduction: The professional development intervention will focus on Writing Across the Curriculum and vertical teaming. Activities will occur on an on-going basis throughout the school year applying the following delivery mechanism(s): Peer Group Learning Community Process and School-wide Inservice Process. Professional development activity instructional methods applied will include the following: Lecturette, Small Group Activities (Cooperative Learning), Skill Practice with Feedback, Guided Practice, Independent Practice and Embedded On-Going Coaching.

Evaluating the Quality of the Training as Reported by Participants: Participants will provide feedback and evaluate the quality of the professional development activities by completing the District HRD Professional Development Activities Evaluation Form (HRD Form 005) at the completion of program activities. In addition, the principal and assistant principal will interact with participants to gather perceptions as to the quality and relevance of the professional development during planning, interim and summary conversations concerning the Individual Professional Growth Plan (IPGP).

Monitoring Integrity of Implementation: Members of the school leadership team will monitor the integrity of this professional development initiative. Documentation of successful participation by staff in professional development activities related to this content will be tracked using district HRD Sign-in Sheets and Individual Professional Growth Plan (IPGP) processes and completion of related conversations that occur between teachers and school leaders. Specific objectives for the activities will be identified and participants will be assessed in relation to those objectives by applying the following strategies: Product Development and Observed Application. Participant feedback will be analyzed to ensure relevance and coherence of the professional development content and to ensure that applied

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learning strategies are appropriate to the intended goal. Knowledge of human learning and change will be applied and will include modeling of effective teaching practices as well as practice and feedback. Activities will be delivered through a variety of technologies that support individual and group learning. Participant records of successful completion will be maintained and Inservice Credit will be reported to HRD in accordance with district and state requirements.

Supporting Implementation Through Follow-Up & Resources: Successful acquisition of the professional development content and implementation of the related knowledge, skills and mental models will be documented using the following strategies: Lesson Plan Analysis, Direct Observation, Project

Completion and Formal Job Embedded Coaching. In addition, the professional development facilitator or other support staff will provide support and assistance through coaching and mentoring to the participants to ensure appropriate application of the knowledge and skill in the classroom. The participants and school administrators will conduct an evaluation as a part of IPGP processes that documents the professional development was implemented as planned and the faculty member applied the newly learned knowledge and skills in the classroom.

Evaluating the Impact on Student Achievement: Evaluations of the effect of this professional development intervention on student achievement will be demonstrated through an analysis of FCAT Data and Teacher-constructed Assessments.

Budget:

Issues to Address	Describe Resources	Funding Sources	Total Funds Available	Unmet Funds
Research-based Programs	Learning Focused Write Score	District Funding		0
Research-based Resources				0
Technology				0
Professional Development	Learning Focused	n/a	n/a	0
Other				

SCHOOL IMPROVEMENT PLAN
Science

Needs Assessment:

- Twenty-six percent (26%) of juniors taking the 2006 Science FCAT scored a 3 or better
- The science department needs to purchase more basic lab equipment and also purchase more advanced lab equipment for use in the second and third year science courses.
- Teachers need to attend lab safety training to increase safety awareness.

Objective: Increase the number of 11th grade students scoring 3 or better on the FCAT Science Assessment from 26% to 40%.

Please indicate which area the objective targets: Increase of Higher Performance Achievement Levels 3 and above

Decrease of Levels 1 & 2

State Scale Score

District Scale Score

Other: _____

Strategies:

Strategies:

- All science courses will be reviewed and aligned with Florida's Sunshine State Standards and follow the LF curriculum maps and strategies.
 - Yearlong
 - All science teachers, department chairperson and APC
- All FCAT Science data will be analyzed to determine student proficiency levels and if deficits exist in any particular subgroups.
 - As data becomes available
 - Testing coordinator, science teachers and APC
- Teachers will receive training in Gizmos, a computer-based program designed to provide students with visual models for scientific concepts and integrate their use into their classroom

Evaluation:

- FCAT Science assessment scores
- Lesson plans
- Classroom assessments
- Technology integration

Research-Based Program:

Professional Development Aligned with this Objective:

Introduction: The professional development intervention will focus on grant writing, laboratory safety and curriculum alignment. Activities will occur on an on-going basis throughout the school year applying the following delivery mechanism(s): Peer Group Learning Community Process and School-wide Inservice Process. Professional development activity instructional methods applied will include the following: Lecturette, Small Group Activities (Cooperative Learning), Skill Practice with Feedback, Guided Practice, Independent Practice and Embedded On-Going Coaching.

Evaluating the Quality of the Training as Reported by Participants: Participants will provide feedback and evaluate the quality of the support and assistance through coaching and mentoring to the participants to ensure appropriate application of the knowledge and skill in the classroom. The participants and school administrators will conduct an evaluation as a part of IPGP processes that documents the professional development was implemented as planned and the faculty member applied the newly learned knowledge and skills in the classroom.

Evaluating the Impact on Student Achievement: Evaluations of the effect of this professional development intervention on student achievement will be demonstrated through an analysis of FCAT Data and Teacher-constructed Assessments.

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Budget: Budget

Issues to Address	Describe Resources	Funding Sources	Total Funds Available	Unmet Funds
Research-based Programs	Learning Focused	Title II funds		\$0
Research-based Resources	Gizmos Lab Equipment	District funds School department budget District High Cost Budget Student Lab Fees	Unknown	\$1000
Technology	Teacher Lap top Computer and EIKI projectors	Grant Funds	Unknown	\$0
Technology	Teacher Lap top Computer and EIKI projectors	Grant Funds	Unknown	\$0
Professional Development	Safety Training LF Training	District Provided	\$0	\$0
	Best Practices Training and Kagan training	SAC Lottery funds	\$500	\$500
Other	Lab Manual Printing costs	FLEX funds from school budget	\$2000	\$0

- **School department budget (equipment and lab manual printing)**
- **Lab fees (from 4 classes)**
- **High Cost Science funds (equipment)**

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Highly Qualified Certified In-Field Instructors

List and describe district and school level support and/or professional development that is being provided for instructors and paraprofessionals who are not highly qualified in science.

All Science instructors are highly qualified.

**SCHOOL IMPROVEMENT PLAN
Parental Involvement**

Goal: Parental/Family Involvement Programs

Needs Assessment:

- Participation by the parents of students in minority subgroups should be increased
- The population of Hispanic students and ESOL students is steadily increasing
- A large number of students enroll after the year has started

Objectives:

- Increase parent participation, particularly of minority subgroups, on the School Advisory Council
- Increase membership in the school's parent organization (TEMPO)
- Increase attendance at parent meetings, such as Open House and orientation
- Increase attendance rate by parents at conferences
- Increase the number of parents of students in minority subgroups participating in parent groups such as athletic boosters, band boosters, SAC, TEMPO
- Increase the number of volunteers and mentors serving Lakeland High School

Strategies:

- Teachers will maintain and submit logs of parent phone calls. An expectation that teachers make 5 phone calls per week will be communicated to staff members.
- Administrators and counselors will use Trans-Act services to send out communications in appropriate languages
- The student Leadership class will promote and advertise meetings and events at which parent attendance is appropriate (Open House, parent information meetings, Orientation, etc.)
- Parent groups will actively recruit new members, particularly among minority subgroups
- Continue efforts to communicate with parents regarding issues with attendance and grades through the Attendance and Guidance Offices
- Solicit business partners to serve as mentors for low performing students
- Increase the number of parent nights to discuss particular issues (FCAT, financial aid, athletic eligibility, etc.) Survey parents about issues on which they would like the school to host informational meetings.
- Increase recognition of volunteers at the school site (school newspaper, web-site, etc.)
- Offer incentives (pizza party, etc.) to student groups (i.e.: student clubs, classes, etc.) for having the highest attendance rate at parent/family functions
- Make invitations to parent/family functions personal (phone calls, etc.) to increase turnout
- Administrators and counselors will use IDEAS to communicate FCAT data to parents for active involvement
- Parent meetings will be held to inform parents of new graduation and FCAT requirements

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Evaluation:

- Attendance at parent functions, overall and among minority subgroups

Analysis of documented mentoring hours and volunteer hours

- Level of membership in parent organizations
- Percentage of students missing 21 days or more after an increase in parent involvement
- Parent/student feedback as measured by annual surveys

Research-Based Program:

IDEAS

Ed-Connect

SCHOOL IMPROVEMENT PLAN
Additional Goal

Goal: Advanced Placement Curriculum

Needs Assessment:

- AP Equity and Access percentages in 2006-2007 were: 1.1% 10th grade, 9.7% 11th grade, and 14.4% 12th grade
- 301 students took AP exams during the 2006-2007 school year
- The school-wide break down on AP exams for 2006-2007 was: 8% score=5, 13% score = 4, 19% score= 3, 21% score = 2, and 40% score = 1.

Objective: To increase the overall number of students taking Advanced Placement Courses, particularly students from minority subgroups.

Strategies:

- Work with counselors to identify and encourage students to enroll in AP and pre-AP courses
- Use PSAT and AP potential to help identify students that may be good candidates for AP courses
- Administrators, counselors and AP teachers will attend AP trainings, including the County's annual AP Summit and various College Board trainings.
- Work with middle schools through a vertical teaming approach to identify students in minority subgroups with AP potential so that they can be mentored and scheduled for success during the freshman year
- Research AP course offerings to determine if additional courses might be added that would attract more students from minority backgrounds

Professional Development:

College Board/AP Trainings

AP Summit

Evaluation:

- Overall enrollment in AP courses for 2007-2008
- Percentage of students completing AP courses that begin the course
- Percentage of students from minority subgroups enrolled in AP courses
- Effect of early student identification through vertical teaming with middle school personnel
- Effect of pre-AP courses and retention of AP students

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SCHOOL IMPROVEMENT PLAN
Additional Goals (Harrison School for the Arts)

Goal 1: We will actively pursue and cultivate parent, community and business involvement.

Needs Assesment: District Strategic Plan (Goal 7)

Goal Statement: Harrison will develop effective communication strategies with interested stakeholders.

Objective: To implement systemic items designed to increase communication efficiency

Strategies: Harrison will develop policies and procedures that impact:

- A. greater use of the Harrison web site;
- B. a systematic use of school-wide email distribution lists;
- C. an aesthetically-improved school newsletter;
- D. the use of a web-based phone-messaging system;
- E. the implementation of online ticketing purchasing system.

Evaluation:

- A. Parent surveys, increased ticket revenue, informal observations

Goal 2: Increased Community Involvement

Needs Assesment: District Strategic Plan (Goal 7)

Goal Statement: Expand community outreach function to promote school and community interaction

Objective: To better inform and promote the value of arts education in the community

Strategies: Harrison will develop policies and procedures that impact:

- 1. Create two (2) Parent Information Nights for prospective students. One night will take place on the east side of the district, while the other will be held in the Harrison theatre.
- 2. Schedule middle school visits to explain the audition process for 8th-grade applicants.

Evaluation:

- A. Attendance at Parent Information Nights, feedback from prospective applicants

Goal 3: Increased Diversity

Needs Assesment: District Strategic Plan (Goal 7)

Goal Statement: Harrison will promote initiatives that encourage inclusive practices that increase multicultural cooperation within the school and community

Objective: To broaden the perspectives of current students and increase opportunities for minority students

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Strategies: Harrison will

1. Explore and secure greater diversity (both in ethnicity and artistic discipline) in the pursuit of guest artists who visit the Harrison campus, thus exposing students to a wider variety of instructional excellence from diverse backgrounds.

2. Promote the use of PSAT/AP Potential to increase minority enrollment in Advanced Placement courses and/or placement into courses of rigor.

Evaluation: Guest Artist lists, AP enrollment figures, Minority graduation data

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SAC Members

Yes No Are the majority of your SAC members not employed by the school?

Yes No Is your SAC composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school?

Measures Being Taken to Comply with SAC Requirement (complete only if your school is out of compliance)

Member's Name

Member's Signature

- | | |
|-----------------------|-------|
| 1) Cheryl Boyd | _____ |
| 2) Liz Buckner | _____ |
| 3) JerriLynn Bush | _____ |
| 4) Annette Campbell | _____ |
| 5) Denise Chambers | _____ |
| 6) Tracy Collins | _____ |
| 7) Anthony Collins | _____ |
| 8) Denny Dunn | _____ |
| 9) Janene Fitzpatrick | _____ |
| 10) Geoff Gardner | _____ |
| 11) Francisco Herrera | _____ |
| 12) Betty Houser | _____ |
| 13) Erica Kendrick | _____ |
| 14) Dawn Leiva | _____ |
| 15) Alex Lewis | _____ |
| 16) Sharon Mathis | _____ |
| 17) Greg Madsen | _____ |
| 18) Octavia May | _____ |

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- 19) Danielle McFarquhar _____
- 20) William Chong _____
- 21) Jim Palmer _____
- 22) Sandra Sheets _____
- 23) Jamie Slaughter _____
- 24) Mark Thomas _____
- 25) Mary Huntington _____
- 26) Winnie Zhang _____
- 27) Ana Martinez - Hubert _____
- 28) Justin Troller _____
- 29) Cheryl Pierce _____
- 30) Donya Windham _____
- 31) Lyanne Frost - Madden _____
- 32) Emily Roberts _____
- 33) Alex Lewis _____
- 34) Mason Nell - Lykes _____
- 35) Kayla Jacklin _____
- 36) Whitney Hosey _____

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School Advisory Council

Describe the activities of the School Advisory Council.

The School Advisory Council at Lakeland High School is a very dedicated group of stakeholders that meets the last Tuesday of every month.

Election of Members

Florida Statute 1001.452 requires the election of School Advisory Council members who represent teachers, education support staff, students and parents.

- 51% or more of the SAC are family and community members, not employees of the school
- Percents must reflect the racial, ethnic, and economic diversity of your school community
- Principals are required members of their school's School Advisory Council
- Career center and high school advisory councils shall include students, and middle and junior high school advisory councils may include students
- Technical adult education centers are not required to include parents

They must be "elected by their respective peer groups at the school in a fair and equitable manner" as follows:

- **Teachers elect teachers**
- **Education support staff must elect education support employees**
- **Students elect students**
- **Parents elect parents**
- **Parents are elected at any school function by parents provided notice has been given that the election will take place**

No election is required for community members. They are appointed by the school principal with SAC input.

The principal is responsible for ensuring that the elections take place and the composition of the SAC complies with the law. If the election process does not yield a SAC that reflects the racial, ethnic, and economic diversity of the student population at the school, the principal may appoint additional members to achieve the appropriate representation.

Each year the School Board reviews and approves the membership rosters of all School Advisory Councils. All members should be able to explain the process by which, and date upon which they were elected. Approved SAC Membership rosters are posted on the school board website.

Election Process

- 1. The principal will inform the school and community that nominations to the school's advisory council are invited. Include parents of upcoming students.**
- 2. The invitation for nomination must clearly note a deadline, membership categories and the**

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- process (time, date, event) by which the vote shall be taken.
3. After elections have taken place, the principal shall submit the list of members to the School Board, which includes name and ethnic/racial category.
 4. Documentation of the nomination and election process will be maintained at the school as a public record. Once Council membership is approved by the School Board, a copy of the approved form is posted on the school board website.
 5. Vacancies in any membership category during the year may be filled by principal appointment. The principal will inform the Community Involvement Office of any replaced members.

Roles and Responsibilities of SAC Members

Members

- Determine School Improvement Priorities
- Publicize the School Improvement Plan
- Support School Improvement Plan implementation
- Evaluate the School Improvement Plan
- Assist in decision making process and approval of expenditures of District Lottery Funds and School Recognition Funds, as well as review School Budget

Chair

- Schedules SAC meetings
- Sets Agenda with Principal
- Sends Meeting Notice, including agenda, 2 weeks prior to meeting
- Facilitates meeting
- Determines strategy for making plans available

Principal – is a SAC member

- Keep up to date with legislation governing School Advisory Councils
- Facilitates election process stated in by-laws
- Provides testing, behavior, discipline and attendance data to the SAC
- Seeks input from staff and the SAC on School Improvement Plan, School Budget, Lottery Money, and School Recognition Funds
- Leads revision, implementation, and evaluation of the School Improvement Plan

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SCHOOL IMPROVEMENT PLAN

Final Budget

Budget:

Issues to Address	Describe Resources	Funding Sources	Total Funds Available	Unmet Funds
Research-based Programs	Read 180 Lab and Updates Write Score! Kaplan Achievement Planner Learning Focused	District Funds Title II		0 0 0
Research-based Resources	IDEAS Learning Focused Kaplan Achievement Planner Write Score! Gizmos Lab Equipment	District Funds District High Cost Science and Lab Fees	To be determined	0

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Technology	Computers, Software for remediation and enrichment, projectors and laptops for teachers	PSTF Funds	\$2000	20,000
Professional Development	Read 180 teacher training Learning Focused Training FIN training for inclusion teachers IDEAS training, Kaplan training Learning Focused Training, Inclusion training for Inclusion teams	No cost Title II		0
Other	Lab Manuals and Printing Costs	FLEX funds	\$2000	0

SCHOOL IMPROVEMENT PLAN Implementation Evaluation

Implementation Evaluation:

Describe plans for ongoing and final evaluation on the extent of successful implementation of the school improvement plan and other school improvement efforts.

During the year formative monitoring will take place. This will include tracking and reviewing data throughout the school year measuring student performance (through teacher made assessments, Kaplan progress monitoring, Write Score! data and course grades), teacher professional development, attendance and tardy rates, and discipline referrals, as described by the Eight Step Model of School Improvement.

At the end of the 2007-2008 school year, summative observations will be made as to the effectiveness of the school improvement plan and the strategies outlined in this document. Data will be drawn from student performance on the FCAT Assessments, comparing student pre-test and post-test data for individual courses, graduation rate, attendance rate, teacher professional development, student attendance and tardies and disciplinary incidents. Feedback from school climate survey given in the spring of 2007 will also be reviewed.