

2009 – 2010 SCHOOL IMPROVEMENT PLAN

School Name: Lakeland Senior High School
District Name: Polk
Principal: Tracy E. Collins
SAC Chair: Sharon Mathis
Superintendent: Dr. Gail McKinzie
Date of School Board Approval:

VISION and MISSION 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.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Lakeland High School is located in the heart of Lakeland, Florida and has been established for over 100 years. 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. LHS also encompasses Harrison School for the Visual and Performing Arts. Harrison School for the Arts provides art instruction for their students with all the academic instruction being provided by LHS faculty. Harrison School for the Arts has its own facilities for instruction in the arts. However, Harrison students utilize the LHS library, cafeteria and other school services/facilities not related to the arts. Harrison just completed a multi-million construction project that included the addition of several buildings and associated arts facilities.

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 or home school. 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. Grant monies have enabled to start of an arts-technology academy at Lakeland High School.

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 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 enabling her students to work toward completing Gold Seal requirements and she remains the only Apple Certified Trainer in our district. The students in TV production gain real world experience as they operate a full service production truck and jumbo tron at our home football field. The Agriscience department is home to the Small Animal and Veterinary Academy where students are able to work with local vets to learn skills towards becoming a Certified Veterinary Technician. The county is facilitating an articulation agreement with the AMVA approved Veterinary Technician School at Hillsborough Community College. The Business departments also offer programs that enable students to complete Gold Seal

requirements. The Business Department also introduced the IT Academy this year focusing on Web Design and Computer Programming. The IT academy is establishing articulated credit with Polk State College and students will also be provided opportunities to obtain industry certification prior to graduation. The Art Department offers a variety of courses not offered at other schools in the area. Courses are available in computer graphics, photography, ceramics and draw/paint. All four art programs progress to the Advanced Placement level in AP 2D, AP 3D or AP Drawing. The third academy on our campus is the Art, Technology and Design academy offering students complimentary opportunities in graphic design, fashion design and production, TV production and digital photography.

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 17 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 2009, 539 AP exams were administered to 349 LHS students with over 240 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.

Unique School Strengths for Next Year

After earning 500 accountability points on the 2009 FCAT and demonstrating increases in 6 of the 8 accountability areas (% meeting high standards in reading, % meeting high standards in math, % meeting high standards in writing, % making high standards in science, % making learning gains in reading, % of the lowest 25% making learning gains in reading) and remaining the same in one area (% making learning gains in math), the school grade increased to a B from a D earned in the previous 2 school years. LHS needed an additional 25 points to earn an A.

The school's principal, assistant principal for curriculum, testing coordinator and 9th grade team leader attended the Florida Leadership Academy this past summer and honed the leadership skills of each participant and culminated in the development of individual and school wide professional goals.

Unique School Weaknesses for Next Year

Due to the success achieved this past year, LHS lost its reading coach and was not staffed with any Academic Intervention Facilitators. Last year our reading coach was able to mentor the teachers in our reading department as well as other faculty members needing assistance with reading in the content areas or with the Learning Focused initiative. The reading coach was supported student achievement efforts by providing staff development, data disaggregation, and progress monitoring requirements. The loss of this position will place additional responsibilities and demands on the assistant principal for curriculum and testing coordinator which will limit their ability to support teachers and students across the school.

The economy continues to impact our student population. The school is experiencing an increase in homeless students and students that need additional social services support to maintain school enrollment. Additionally, many of our staff has had to obtain 2nd jobs limiting the amount of time they are able to dedicate to after school

tutoring and extra curricular activities.

A challenge presented this year by a decrease of 6 elective programs has caused anxiety among students as they have had to choose a different area of interest and a decrease in overall selections. Additionally, the class sizes in our elective areas has increased.

Additional budgetary concerns have limited our ability to support teachers with support materials specific to content areas.

Student Demographics

Lakeland High School serves multi-ethnic population that consists of 1609 students. 54.9% are White, 28.5% are Black, 12.9% are Hispanic, and 2.5% are Asian. Economically disadvantaged students account for 16% of the population. Additionally, 15% of students are Students with Disabilities (SWD), 3% are classified as English Language Learners (ELL), and 7% of students are gifted.

Student Attendance Rates

Lakeland High School experienced a 1.78% increase in attendance for the 2008-2009 school year with an increase from 94.56 to 96.34 which was the highest of all traditional non-charter high schools in the district. This significantly outpaced the district's (.03%) increase in attendance. Lakeland High School has demonstrated a trend of increased attendance rate each year for the last three years:

08-09: 96.34%

07-08: 94.29%

06-07: 93.83%

Student Mobility

Lakeland High School's mobility rate decreased this past year from 31.33 in school year '08 to 28.87% in school year '09. The mobility comes predominantly from students transferring within district.

Student Suspension Rates

2006-2007: Out of School days: 1,160, Out of School actions: 484, In School days: 2,097, In School actions: 1243. 2007-2008: Out of School days: 1,024, Out of School actions: 479, In School days: 1,978, In School actions: 1,243. Every area decreased with the exception of the In School Actions.

Student Retention Rates

The retention rate for each grade level has decreased from the previous year:

06-07 Retention Rates

9th grade: 15.03

10th grade: 15.21

11th grade: 7.97

12th grade: 4.21

07-08 Retention Rates

9th grade: 9.51

10th grade: 10.62

11th grade: 4.57

12th grade: 2.73

And as of 7/14/09:

9th grade: 7.73

10th grade: 11.2

11th grade: 9.97

12th grade: 2.66

Class Size

An effort has been made to reduce class sizes in all subject areas and particularly in the 9th grade to reduce discipline interruptions and strengthen the one-on-one relationships between students and teachers. The average class size in our general academic classes is 29. The teacher to student ratio in SWD education classrooms is: Varying Exceptionalities: 1 teacher to 12; Emotional Behavior Disorders: 1 teacher to 3 students; Mentally Handicapped: 1 to 13. The school average class size in 2006-2007 was 24.5 and in 2007-2008 it was 23.05.

Academic Performance of Feeder Pattern

Lakeland High School receives students from eight area public feeder schools. Crystal Lake Middle School: School Grade 09: C, AYP% 74, Correct II school; Lakeland Highlands Middle School: School Grade 09: A, AYP % 92%, Correct I school; Southwest Middle School: School Grade 09: A, AYP % 69%, Correct II school; Lake Gibson Middle School: School Grade 09: B, AYP % 72, Correct II school; Sleepy Hill Middle School: School Grade 09: C, AYP% 72, Correct II school; Lawton Chiles Middle Academy: School Grade 09: A, AYP % 100; Blake Academy: School Grade 09: A, AYP % 87, Correct I school and Rochelle School of the Arts: School Grade 09: AYP: 97 and Pre-AD school. In addition to these students, many students come to Lakeland High School from private schools or home school. There is also a large population of students that choose to attend Lakeland High School and are enrolled at the school as transfer students.

Partnerships and Grants

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.

Additionally, Lakeland High School has been included in the Helios Transition Years Project, a multi-million dollar grant to support the successful transition of students from 8th grade to 9th grade. This past summer a leadership team was able to attend the 2009 Florida Association of School Administrators Summer Leadership Conference. The team received an orientation to the Helios Project and will be working with an experienced mentor administrator to support the initiatives in the 9th grade academy.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window. Longitudinal data will be displayed in the print view of the SIP.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

List your school's highly qualified administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school, including history of school grades, FCAT performance, and Adequate Yearly Progress (AYP).

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT, and AYP information along with the associated school year)
Principal	Tracy Collins	BS: Biology, Eckerd College Med: Educational Leadership, University of South Florida Certifications: Biology 6-12, Educational Leadership K-12, Principal Certification	7	7	Principal of Lakeland High School in 2008-2009: Increased school grade from a D to a B, 82% AYP, None of the subgroups in reading made AYP, the only subgroup to make AYP in math was White, Only the White and Hispanic subgroups made AYP in writing. Assistant Principal of Lakeland High School in 2007-2008: school grade: D, 67% AYP, none of the subgroups made AYP in reading, only the White subgroup made AYP in math, White, Black and Hispanic subgroups made AYP in Writing. Assistant Principal of Lakeland High School in 2006-2007: school grade: D, 64% AYP, none of the subgroups made AYP in reading, only the White subgroup made AYP in math and writing.
Assistant Principal	Dennis Dunn	BS: Speech and English Med: Administration & Supervision Certifications: English 5-9, Middle Grades Endorsement, School Principal all levels, Speech 6-12	19 (not continuous)	30	Assistant Principal of Lakeland High School in 2008-2009: Increased school grade from a D to a B, 82% AYP, None of the subgroups in reading made AYP, the only subgroup to make AYP in math was White, Only the White and Hispanic subgroups made AYP in writing. Assistant Principal of Lakeland High School in 2007-2008: school grade: D, 67% AYP, none of the subgroups made AYP in reading, only the White subgroup made AYP in math, White, Black and Hispanic subgroups made AYP in Writing. Assistant Principal of Lakeland High School in 2006-2007: school grade: D, 64% AYP, none of the subgroups made AYP in reading, only the White subgroup made AYP in math

					and writing.
Assistant Principal	Ann Everett	BA: Elementary Education, University of West Florida Med: Educational Leadership, University of West Florida Certifications: Elementary Education K-6, ESE K-12, Educational Leadership K-12, Middle Grades Integrated Curriculum 5-9	8 (not continuous)	6	Assistant Principal of Lakeland High School in 2008-2009: Increased school grade from a D to a B, 82% AYP, None of the subgroups in reading made AYP, the only subgroup to make AYP in math was White, Only the White and Hispanic subgroups made AYP in writing. Assistant Principal of Kathleen High School in 2007-2008: Increased school grade from D to a C, 64% AYP, none of the subgroups made AYP in reading, only the White subgroup made AYP in math, and White, Black and Hispanic made AYP in writing. Assistant Principal of Kathleen High School in 2006-2007: school grade D, 62% AYP, none of the subgroups made AYP in reading, only the White subgroup made AYP in math, and White, Black and Hispanic made AYP in writing.

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as a coach, and their prior performance record with increasing student achievement at each school, including history of school grades, FCAT performance, and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science, and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as a Coach	Prior Performance Record (including prior School Grades, FCAT, and AYP information along with the associated school year)
N/A					

HIGHLY QUALIFIED TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, highly qualified teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Interview only teachers who are qualified, certified and highly qualified. Teachers are screened through the district's Quality Counts program prior to being eligible for interview	Tracy Collins/ County HRD Dep't.	7/31/09	
2. Create public releases advertising the positives of LHS	Tracy Collins	On-going	
3. Regular meetings of new teachers with principal	Tracy Collins	On-going	
4. Assign new teachers a mentor	Ann Everett	On-going	
5. Quality Counts-District Initiative	County HRD Dep't.	On-going	
6. Facilitate the PEC program	Ann Everett	Annually	

Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Latasha Drax	English 6-12	Reading	District/state sponsored reading endorsement classes
Samantha Rogers	MGIC, Business 6-12	Reading	District/state sponsored reading endorsement classes
Marcus Patton	PE K-12, ESE	Reading	District/state sponsored reading endorsement classes
Stacey Pierce	Business 6-12	Reading	District/state sponsored reading endorsement classes
Karen Battle	Paraprofessional	ESE-student specific	PEA sponsored classes for ParaPro test
Susan Bedford	Paraprofessional	ESE-student specific	PEA sponsored classes for ParaPro test
Felthem Dempsey	Paraprofessional	ESE	PEA sponsored classes for ParaPro test
Dennis Fine	Paraprofessional	Interpreter for the deaf	PEA sponsored classes for ParaPro test

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course:

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
122	0%	25%	32%	43%	25%	50%	6%	11%	28%

Teacher Mentoring Program

Please describe the school's teacher mentoring program for new and struggling teachers by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
N/A			

ADDITIONAL REQUIREMENTS

Coordination and Integration (for Title I schools only)

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs

Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Tracy Collins: The Principal provides a common vision for the use of data-based decision –making, models the Problem Solving Process; supervises the development of a strong infrastructure for implementation of PS/RtI; ensures that the school-based team is implementing PS/RtI; conducts assessment of PS/RtI skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support PS/RtI implementation; develops a culture of expectation with the school staff for the implementation of PS/RtI schoolwide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based PS/RtI plans and activities.

Ann Everett: Assists Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of PS/RtI, further assists the principal in the assessment of PS/RtI skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning PS/RtI plans and activities.

Teryl Dietert, Laura Williamson: Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2/3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Maggie Reynolds, Diana Eyman, Donna D’Agostino: Participates in student data collection, integrates core instructional activities/materials/ instruction in tiered interventions; collaborates with general education teachers.

Geoff Freebern: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical evaluation; assists in facilitation data-based decision making activities.

Susan Willcockson: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students’ academic, emotional, behavioral, and social success.

Describe how the school-based Rtl Leadership Team functions (e.g. meeting processes and roles/functions).

The PS/Rtl Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.

The PS/Rtl Leadership Team will meet at least three times per year (or more frequently as needed) to engage in the following activities:

- Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.
- Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.
- Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

Describe the role of the school-based Rtl Leadership Team in the development and implementation of the school improvement plan.

The PS/Rtl Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

Rtl Implementation

Describe the data management system used to summarize tiered data.

Baseline data is gathered through August and September. FAIR data is processed through the Progress Monitoring and Reporting Network (PMRN). Ninth, Tenth and Eleventh Grade instructional data is gathered from the previous year's FCAT scores.

Progress Monitoring data FAIR data is processed three times through the PMRN. Writing and math will be monitored in-house. Writing will receive additional support through Amy Hardee, Language Arts Curriculum Coordinator.

Diagnostic Assessment data is gathered through the FAIR and SAT 10 as necessary

End of Year data is gathered through FAIR and FCAT.

Data is discussed and analyzed at least three times per year at the PS/Rtl Leadership Team Meetings.

Describe the plan to train staff on Rtl.

Professional learning to include and overview of Rtl will be provided during pre-planning week by Geoff Freebern (school psychologist), Maggie Reynolds (ESE Facilitator), Donna D'Agostino (ESE Teacher) and Susan Willcockson (Guidance Counselor). Additional sessions will occur throughout the year.

The PS/Rtl Leadership Team will evaluate additional staff Professional Learning needs during PS/Rtl Leadership Team meetings.

School Wide Florida's Continuous Improvement Model

Describe the continuous school improvement model at your school. Please describe the following:

PLAN

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

In the area of reading, the mean points earned by content area in grade 9 and grade 10 students exceeded or matched the district and state means. **9th grade mean scores in reading:** Words/Phrases: 6 out of 9 points, Main Idea/Purpose: 14 out of 19, Comparisons: 6 out of 8, Reference/Research: 5 out of 9. Comparisons and Main Idea/Purpose were the areas of strength and Reference and Research was the area of weakness. **10th grade mean scores in reading:** Words/Phrases: 4 out of 6, Main Idea/Purpose: 12 out of 17, Comparisons: 10 out of 16 and Research/Reference: 7 out of 12. Main idea/Purpose was the area of strength and Reference/Research was the area of weakness.

In the area of math, the mean points earned by content area in grade 9 and grade 10 students exceeded or matched the district and state means. **9th grade mean scores in math:** Number Sense: 4 out of 8 points, Measurement: 4 out of 7, Geometry: 7 out of 11, Algebraic Thinking: 6 out of 10, Data Analysis: 5 out of 8. Geometry and Data Analysis were areas of strength and Number Sense is the area of weakness. **10th grade mean scores in math:** Number Sense: 6 out of 11, Measurement: 6 out of 10, Geometry: 6 out of 14, Algebraic Thinking: 8 out of 14, Data Analysis: 6 out of 11. Measurement was the area of strength and geometry was the area of weakness.

In the area of writing, the mean score earned combined and expository and persuasive in grade 10 exceeded or matched the district means.

In the area of science, the mean score earned by content area in grade 11 exceeded or matched the district and state means. **Mean science scores:** Physical & Chemical Sciences: 7 out of 13, Earth & Space Sciences: 7 out of 12, Life & Environmental Sciences: 7 out of 14, Scientific Thinking: 7 out of 12. Life and Environmental Sciences was the weakest area with Earth/Space and Scientific Thinking being the areas of strength.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

As an initial step towards implementing FCIM the school will focus on the area of reading. The district has created reading curriculum maps that are accompanied by a course timeline. The course timeline is the starting point for each school's Instructional Focus Calendar. The district has also developed a timeline for Reading Comprehension Mini-Lessons which will serve as the school's Reading Instructional Focus calendar. The implementation of the reading mini-lessons will be monitored by the school leadership team, and administration. Monthly PLC (grade level/department/team) meetings will be held to adjust the pacing of the mini-lessons.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading: Research/Reference
Math: Number Sense and Geometry
Science: Earth/Space Science

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Disaggregation of FCAT data and monthly data PLCs (grade level/department/team) will use the data from FAIR and other progress monitoring tools to identify student needs and provide appropriated interventions.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

LHS does not offer any integrated courses. However, there are a variety of vocational courses, career academies and academic electives which assist students with making the application from school to real-life.

Our teacher also emphasize authentic instruction in all areas including the culmination of English instruction through the Senior Project.
<i>How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?</i> The Student Services Department provides annual academic and career planning counseling for each student. Counselor guide students and parents to select courses that permit students to explore areas of personal interest and will prepare them for future opportunities in the workforce and/or post secondary education.

DO
Direct the Instructional Focus
<i>How are lesson plans and instructional delivery aligned across grade levels and subject areas?</i> Aligned and prioritized curriculum maps and time lines are used in all core areas. Teachers implement the EATS model for planning and delivery of core curriculum which includes essential questions, activating strategies, high-yield teaching strategies, summarizing and then reteaching as necessary. The district-wide Monthly Reading Comprehension Focus will be used as the basis of the reading mini-lessons.
<i>How are instructional focus lessons developed and delivered?</i> Model instructional focus lessons were developed by master teachers and are posted within the district curriculum maps for all to use for core instruction. Collaborative PLCs will use the EATS model for creating additional acquisition lessons. Best practices, coaching and support for using Learning Focused Strategies will be provided by the principal, assistant principal, and leadership team. Reading comprehension mini-lessons have been written for grades 3 - 10. Each grade level/department/team will schedule the pacing of the mini lessons as well as the time of delivery during the monthly PLCs dealing with curriculum and instruction. The mini-lessons are organized by instructional day as well as strategy.
<i>How will instructional focus lessons be revised and monitored?</i> Vertical teams and articulation centered on high quality student work and the results of mini-assessments will guide further revisions or refinements of the instructional focus lessons. Classroom walk-throughs will be used to monitor the quality and effectiveness of the lessons.

CHECK
Assessment
<i>Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.</i> FAIR, READ 180 will be sources of ongoing formative assessments and data.
<i>How are assessments used to identify students reaching mastery and those not reaching mastery?</i> Achievement thresholds will be set for each grade level and subject area. Students not reaching the threshold will be targeted for additional support as well as monitoring. Formative benchmark assessments are consistently used: school-wide and in all core areas. They are given frequently and used for monitoring student progress, as well as for planning and instruction.

Maintenance
<p><i>How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?</i></p> <p>Dates for ongoing assessments and spiraled review are built into the instructional focus calendar at the conclusion of each month's comprehension focus. Formative assessments will be reviewed in relation to the Focus Calendar. Calendars will be revised to include a revisit of covered skills as determined from the formative assessments. Additional learning opportunities will be offered to struggling students.</p>
<p><i>Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.</i></p> <p>PLCs (grade level/department/team) will meet within days of the formative assessments to include mini-assessments to review the most current progress monitoring data and in turn make instructional recommendations to include both interventions as well as enrichment strategies for subgroups of students, as well as individual students.</p>
Monitoring
<p><i>Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.</i></p> <p>The administrators and the leadership team facilitate PLCs with staff members/teams which address data, student work, instruction and curriculum. The administrators and the leadership team schedule coaching and monitoring visits to classrooms on a regular basis.</p>

ACT
Supplemental and Intensive Instruction/Interventions
<p><i>Identify the core, supplemental, and intensive instruction and interventions.</i></p> <p>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.</p>
<p><i>How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?</i></p> <p>Resources from the state adopted textbooks which are designed for intensive instruction will be utilized. Computerized programs or instructional software, in addition to Internet instructional Web sites such as FCAT Explorer will also be utilized. Teachers will utilize instructional strategies or best practices discussed in Professional Learning Communities to provide different methods of providing instruction to students in non-mastered areas. Resources and strategies provided at professional development workshops will also be utilized. Students consistently demonstrating non-mastery may be required to participate in tutorial sessions before or after school.</p>
<p><i>How does the school identify staff's professional development needs to improve their instructional strategies?</i></p> <p>Common areas of concern in the areas of instructional delivery, classroom management, etc., as evidenced by administrators' observations, teacher surveys, and student performance/data analysis, will determine the need for professional development sessions.</p>

<p><i>Which students will be targeted for supplemental and intensive instruction/interventions?</i></p> <p>As a result of progress monitoring (class work assignments and assessment results) and observations (classroom teacher, instructional coach, administrators, counselors, etc.) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions.</p>
<p><i>How will the effectiveness of the interventions be measured throughout the year?</i></p> <p>All personnel providing services to a student not making mastery will meet to discuss their evidence and/or documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions. Focus assessments through FCAT Explorer will also be utilized to determine the effectiveness of supplemental instruction.</p>
<p>Enrichment</p>
<p><i>Describe alternative instructional delivery methods to support acceleration and enrichment activities.</i></p> <p>Students who typically exceed mastery levels participate in advanced courses and/or dual enrollment. Students also enroll in elective classes that include art or foreign language.</p>
<p><i>Describe how students are identified for enrichment strategies.</i></p> <p>FCAT and PSAT results, in addition to student progress in a specific course, as well as assessment results that demonstrate consistent proficiency/mastery are used to determine placement in higher level courses and academic programs. Teacher recommendation is also taken into consideration.</p>

Professional Learning Communities

Describe the school's use of Professional Learning Communities as a vehicle for maintaining and improving the instructional focus. Include the following:

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Plan Period Groups	Ann Everett	Twice monthly	1 st and 3 rd Tuesdays of each month	Data Disaggregation, LFS: essential questions and summarizing strategies, and Writing strategies
9 th grade academy teachers	Daraford Jones	Monthly	3 rd Thursday of the month after school	Helios Transition Project: Quadrant D lessons and rigorous and relevant instruction and meaningful relationships
9 th grade team	Team Leaders	Weekly	Wednesdays during common planning	Team development and student intervention/enrichment needs
Content Area	Department Chair	Monthly	2 nd Tuesday of	Data disaggregation

Departments			each month after school	& content area instructional needs
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NCLB Public School Choice (for Title I schools only)

Notification of (School in Need of Improvement) SINI Status
 Attach a copy of the Notification of SINI Status to Parents

Public School Choice with Transportation (CWT) Notification
 Attach a copy of the CWT Notification to Parents

Supplemental Educational Services (SES) Notification
 Attach a copy of the SES Notification to Parents

Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

Lakeland High School's percentage of graduates completing a college prep curriculum was well above the state and district. The percentage of students enrolled in Algebra 1 or equivalent in a FL public school prior to 9th grade, those students completing at least one level 3 math course prior to graduation, and students completing at least one dual enrollment math course was well below the state percentages. The percentage of students taking at least one level 3 science course is above the state and district percentages. Lakeland High School is making an effort to increase the percentages of students taking upper level math courses by sharing the ACT and SAT high school report with math teachers and ask that they develop strategies to include more difficult math problems in their class with exposure to SAT/ACT type questions. We will also encourage students to take AP or DE classes by encouraging more teacher discussion on these courses and having each student speak with a guidance counselor regarding their postsecondary plans. This will include sharing information and requirements to become eligible for Bright Futures. During common planning, teachers will review charts tracking graduation requirements and Bright Futures requirements and intervene as necessary.

Our IT Academy offers industry certification in Web Design and our TV Production class offers Apple Industry Certification. In the future LHS will add computer programming certifications.

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:

Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
In grades 9-10, 50% of students achieved mastery on the 2009 administration of the FCAT Reading Test.	In grades 9-10, 57% of the students will achieve mastery on the 2010 FCAT Reading Test.	1. The school will implement the new FAIR assessments to monitor student progress.	1. Principal, Assistant Principal and Testing Coordinator	1. Review FAIR data reports to ensure teachers are assessing students according to the created schedule.	1. Printout of the FAIR assessments.
		2. Include Essential Questions and Summarizing Strategies in lesson plans.	2. Principal, Assistant Principal and Department Chairs	2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Department Chairs.	2. Classroom walkthrough anecdotal records and lesson plan rubric.
		3. Implement district developed Instructional Focus Calendar for Reading & Language Arts classes.	3. Assistant Principal and Language Arts Chair	3. Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	3. Effectiveness will be determined through FAIR assessments.
In grades 9-10, 52% of students achieved learning gains on the 2009 administration of the FCAT Reading Test.	In grades 9-10 60% of students will achieve learning gains on the 2010 administration of the FCAT Reading Test.	1. Student Test Talks will be conducted with all students following FAIR assessments.	1. Principal, Assistant Principal, Testing Coordinator, Reading Teachers	1. Administrators will collect logs of test talks.	1. Administrators will randomly ask students how they performed on their most recent assessment to determine if test talks are successful.
		2.	2.	2.	2.
		3.	3.	3.	3.
In grades 9-10, 23% of Black students achieved mastery on the 2009 administration of the FCAT Reading Test.	By Spring 2010, 31% of Black students will be at AL 3 or above in Reading as evidenced by Safe Harbor of the AYP Report.	1. Tier 1: Determine core instructional needs by reviewing FAIR (Florida Assessment for Instruction in Reading) assessment data for all Black. Plan differentiated instruction using evidence-based instruction/ interventions within 90-minute reading block.	1. Reading Teacher	1. Student progress is assessed using FAIR Ongoing Progress Monitoring (OPM) every 20 days. Percent of students making adequate progress toward benchmark is calculated.	1. FAIR OPM data will be used to determine progress from Benchmark 1 towards Benchmark 2 and from Benchmark 2 towards Benchmark 3.

		<p>2. Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of FAIR data and will include explicit instruction, modeled instruction, guided practice and independent practice.</p>	2. Reading Teacher	2. Student progress is assessed using FAIR OPM every 20 days for all students receiving Tier 2 supplemental instruction. Percent of students making adequate progress toward benchmark is calculated.	2. FAIR OPM data will be used to determine progress from Benchmark 1 towards Benchmark 2 and from Benchmark 2 towards Benchmark 3.
		<p>3. Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core.</p>	3. Rtl Team	3. Student progress is assessed using FAIR OPM every 20 days and data biweekly for all students receiving Tier 3 targeted intervention. Adequate progress is determined by comparing student's trendline to aimline.	3. FAIR OPM data when appropriate will be used to determine progress from Benchmark 1 towards Benchmark 2 and from Benchmark 2 towards Benchmark 3.
<p>In grades 9-10, 20% of Students with Disabilities achieved mastery on the 2009 administration of the FCAT Reading Test.</p>	<p>By Spring 2010, 28% of SWD students will be at AL 3 or above in Reading as evidenced by Safe Harbor of the AYP Report.</p>	<p>1. Tier 1: Determine core instructional needs by reviewing FAIR (Florida Assessment for Instruction in Reading) assessment data for all SWDs. Plan differentiated instruction using evidence-based instruction/ interventions within 90-minute reading block.</p>	1. Reading Teacher	1. Student progress is assessed using FAIR Ongoing Progress Monitoring (OPM) every 20 days. Percent of students making adequate progress toward benchmark is calculated.	1. FAIR OPM data will be used to determine progress from Benchmark 1 towards Benchmark 2 and from Benchmark 2 towards Benchmark 3.
		<p>2. Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of FAIR data and will include explicit instruction, modeled instruction, guided practice and independent practice.</p>	2. Reading Teacher	2. Student progress is assessed using FAIR OPM every 20 days for all students receiving Tier 2 supplemental instruction. Percent of students making adequate progress toward benchmark is calculated.	2. FAIR OPM data will be used to determine progress from Benchmark 1 towards Benchmark 2 and from Benchmark 2 towards Benchmark 3.
		<p>3. Tier 3: Plan targeted intervention for</p>	3. Rtl Team	3. Student progress is assessed using FAIR OPM every 20 days	3. FAIR OPM data when appropriate will be used to determine

		students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core.		and data biweekly for all students receiving Tier 3 targeted intervention. Adequate progress is determined by comparing student's trendline to aimline.	progress from Benchmark 1 towards Benchmark 2 and from Benchmark 2 towards Benchmark 3.
In grades 9-10, 30% of Economically Disadvantaged Students achieved mastery on the 2009 administration of the FCAT Reading Test.	By Spring 2010, 37% of ED students will be at AL 3 or above in Reading as evidenced by Safe Harbor of the AYP Report.	1. Tier 1: Determine core instructional needs by reviewing FAIR (Florida Assessment for Instruction in Reading) assessment data for all Economically Disadvantaged students. Plan differentiated instruction using evidence-based instruction/ interventions within 90-minute reading block.	1. Reading Teacher	1. Student progress is assessed using FAIR Ongoing Progress Monitoring (OPM) every 20 days. Percent of students making adequate progress toward benchmark is calculated.	1. FAIR OPM data will be used to determine progress from Benchmark 1 towards Benchmark 2 and from Benchmark 2 towards Benchmark 3.
		2. Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of FAIR data and will include explicit instruction, modeled instruction, guided practice and independent practice.	2. Reading Teacher	2. Student progress is assessed using FAIR OPM every 20 days for all students receiving Tier 2 supplemental instruction. Percent of students making adequate progress toward benchmark is calculated.	2. FAIR OPM data will be used to determine progress from Benchmark 1 towards Benchmark 2 and from Benchmark 2 towards Benchmark 3.
		3. Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core.	3. Rtl Team	3. Student progress is assessed using FAIR OPM every 20 days and biweekly for all students receiving Tier 3 targeted intervention. Adequate progress is determined by comparing student's trendline to aimline.	3. FAIR OPM data when appropriate will be used to determine progress from Benchmark 1 towards Benchmark 2 and from Benchmark 2 towards Benchmark 3.

Professional Development Aligned with Objective

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grades 9-10, 57% of the students will achieve mastery on the 2010 FCAT Reading Test.	Effective Implementation of the Instructional Focus Calendar	Principal & Assistant Principal	September 2009	Lesson Plans, classroom visits, and progress monitoring testing	Principal & Assistant Principal
In grades 9-10, 57% of the students will achieve mastery on the 2010 FCAT Reading Test.	LFS: Essential Questions and Summarizing Strategies	Assistant Principal and Testing Coordinator	August 2009	Lesson Plans, Classroom Visits	Principal and Assistant Principal

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher
During plan period meetings, presenters will review reading strategies for content area teachers. Content area teachers will be required to submit documentation of implementation and follow up to plan period meetings.

<i>Budget</i>			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
In grades 9-10, 50% of students achieved mastery on the 2009 administration of the FCAT Reading Test.	Read 180	District Instructional Funds	N/A
In grades 9-10, 50% of students achieved mastery on the 2009 administration of the FCAT Reading Test.	Fast Forward	District Instructional Funds	N/A
			Total: N/A
Technology			
Objective	Description of Resources	Funding Source	Available Amount
In grades 9-10, 50% of students achieved mastery on the 2009 administration of the FCAT Reading Test.	Headphones for use with Read 180 and Fast Forward		0
			Total: 0
Professional Development			
Objective	Description of Resources	Funding Source	Available Amount
In grades 9-10, 50% of students achieved mastery on the 2009 administration of the FCAT Reading Test.	Training on Summarizing Strategies	N/A	0
			Total: 0
Other			
Objective	Description of Resources	Funding Source	Available Amount

In grades 9-10, 50% of students achieved mastery on the 2009 administration of the FCAT Reading Test.	Classroom Libraries	Flex Funds	\$1,000.00
			Total: \$1,000.00

End of Reading Goal

Mathematics Goal

Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
In grades 9-10, 78% of students achieved mastery on the 2009 administration of the FCAT Mathematics Test.	In grade 9-10, 83% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	1. 1. Common board configuration including objectives, date, agenda, and homework assignment.	1. Principal	1. Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations.	1. Walk through anecdotal records
		2. Utilize the FCIM to identify students	2. Principal	2. Review student grouping charts	2. Progress of all students on

		in the core curriculum needing intervention and enrichment.		frequently and ensure groups are redesigned to target the need of students based on assessment.	assessment.
		3.	3.	3.	3.
Based on the 2009 FCAT Mathematics data, 74% of the bottom quartile showed learning gains.	79% or more of the bottom quartile will make learning gains on the 2010 Mathematics FCAT.	1. <i>Tier 1</i> : Determine core instructional needs by reviewing common assessment data for all students within bottom quartile. Plan differentiated instruction using evidence-based instruction/interventions.	1. Math Teacher	1. Grade-level teams will review results of common assessment data every 6 weeks to determine progress toward benchmark.	1. Common assessments tied to Next Generation Math Standards administered weekly.
		2. <i>Tier 2</i> : Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of common assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to core instruction.	2. Math Teacher	2. Grade-level teams will review results of common assessment data every 4 weeks to determine progress toward benchmark.	2. Common assessments tied to Next Generation Math Standards Administered weekly.
		3. <i>Tier 3</i> : Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence based, and provided in addition to core instruction.	3. Rtl Team	3. Grade-level teams will review results of common assessment data bi-weekly to determine progress toward benchmark.	3. Common assessments tied to Next Generation Math Standards Administered weekly.
In grades 9-10, 45% of Black Students achieved mastery on the 2009 administration of the FCAT Math Test.	By Spring 2010, 51% of Black students will be at AL 3 or above in Math as evidenced by Safe Harbor of the AYP Report.	1. <i>Tier 1</i> : Determine core instructional needs by reviewing common assessment data for all students within bottom quartile. Plan differentiated	1. Math Teacher	1. Grade-level teams will review results of common assessment data every 6 weeks to determine progress toward benchmark.	1. Common assessments tied to Next Generation Math Standards administered weekly.

		instruction using evidence-based instruction/ interventions.			
		2. <i>Tier 2</i> : Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of common assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to core instruction.	2. Math Teacher	2. Grade-level teams will review results of common assessment data every 4 weeks to determine progress toward benchmark.	2. Common assessments tied to Next Generation Math Standards Administered weekly.
		3. <i>Tier 3</i> : Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence based, and provided in addition to core instruction.	3. Rtl Team	3. Grade-level teams will review results of common assessment data bi-weekly to determine progress toward benchmark.	3. Common assessments tied to Next Generation Math Standards Administered weekly.
In grades 9-10, 64% of Hispanic Students achieved mastery on the 2009 administration of the FCAT Math Test.	By Spring 2010, 68% of Hispanic students will be at AL 3 or above in Math as evidenced by Safe Harbor of the AYP Report.	1. <i>Tier 1</i> : Determine core instructional needs by reviewing common assessment data for all students within bottom quartile. Plan differentiated instruction using evidence-based instruction/ interventions.	1. Math Teacher	1. Grade-level teams will review results of common assessment data every 6 weeks to determine progress toward benchmark.	1. Common assessments tied to Next Generation Math Standards administered weekly.
		2. <i>Tier 2</i> : Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of common assessment data	2. Math Teacher	2. Grade-level teams will review results of common assessment data every 4 weeks to determine progress toward benchmark.	2. Common assessments tied to Next Generation Math Standards Administered weekly.

		and will include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to core instruction.			
		3. <i>Tier 3</i> : Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence based, and provided in addition to core instruction.	3. Rtl Team	3. Grade-level teams will review results of common assessment data bi-weekly to determine progress toward benchmark.	3. Common assessments tied to Next Generation Math Standards Administered weekly.
In grades 9-10, 20% of SWD achieved mastery on the 2009 administration of the FCAT Math Test.	By Spring 2010, 28% of SWD students will be at AL 3 or above in Math as evidenced by Safe Harbor of the AYP Report.	1. <i>Tier 1</i> : Determine core instructional needs by reviewing common assessment data for all students within bottom quartile. Plan differentiated instruction using evidence-based instruction/ interventions.	1. Math Teacher	1. Grade-level teams will review results of common assessment data every 6 weeks to determine progress toward benchmark.	1. Common assessments tied to Next Generation Math Standards administered weekly.
		2. <i>Tier 2</i> : Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of common assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to core instruction.	2. Math Teacher	2. Grade-level teams will review results of common assessment data every 4 weeks to determine progress toward benchmark.	2. Common assessments tied to Next Generation Math Standards Administered weekly.
		3. <i>Tier 3</i> : Plan targeted intervention for students not responding to core plus supplemental	3. Rtl Team	3. Grade-level teams will review results of common assessment data bi-weekly to determine progress toward benchmark.	3. Common assessments tied to Next Generation Math Standards Administered weekly.

		instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence based, and provided in addition to core instruction.			
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Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grade 9-10, 83% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	LFS: Essential Questions and Summarizing Strategies	Assistant Principal and Testing Coordinator	August 2009	Lesson Plans, Classroom Visits	Principal and Assistant Principal

<i>Budget</i>			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
			Total:
Technology			
Objective	Description of Resources	Funding Source	Available Amount
In grade 9-10, 83% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Gizmo Math Training Software	District Funds	N/A
			Total:
Professional Development			
Objective	Description of Resources	Funding Source	Available Amount
In grade 9-10, 83% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	District Math Trainings	District Funds	N/A
			Total:
Other			

Objective	Description of Resources	Funding Source	Available Amount
			Total:

End of Mathematics Goal

Science Goal

Needs Assessment:

Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
Based on 2009, FCAT Science data, 45% of students achieved	Given instruction based on the Sunshine State	1. Utilize hands-on laboratory experiments at least	1. Science Teacher	1. The created lab schedule will be implemented with	1. Improvement on the science mini-assessments.

level three and above.	Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.	once per week.	1. Science Teacher	fidelity within 9 th grade. School developed lab manuals will also be used including the prescribed labs.	1. Improvement on the science mini-assessments.
		2. Provide real-world science experiences and engaging activities.	1. Science Teacher	2. Completed lab reports relating experience to the world around them.	1. Improvement on the science mini-assessments.
		3.	3.	3.	3.
Based on 2009, FCAT Science data, 45% of students achieved level three and above.	Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.	1. <i>Tier 1</i> : All students will complete hands-on lab activities weekly and use a common lab report format to document hands-on investigations.	1. Science Teacher	1. 11 th grade teams will review results of common assessment data every 6 weeks to determine progress toward benchmark.	1. Common assessments tied to Florida Science Standards administered weekly.
		2. <i>Tier 2</i> : Students not responding adequately to core instruction will be provided supplemental, small group science instruction twice per week for 30 minutes during homeroom period or before/after school tutorial sessions.	2. Science Teacher	1. 11 th grade teams will review results of common assessment data every 4 weeks to determine progress toward benchmark.	1. Common assessments tied to Florida Science Standards administered weekly.
		3. <i>Tier 3</i> : Students not responding to core plus supplemental instruction will receive targeted intervention developed through the use of the problem-solving process. Interventions will be matched to individual student needs, be evidence based, and provided in addition to core.	3. Rtl Team	1. 11 th grade teams will review results of common assessment data every bi-weeks to determine progress toward benchmark.	1. Common assessments tied to Florida Science Standards administered weekly.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.

Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Based on 2009, FCAT Science data, 45% of students achieved level three and above.	LFS: Essential Questions and Summarizing Strategies	Assistant Principal and Testing Coordinator	August 2009	Lesson plans, classroom visits	Principal and Assistant Principal

<i>Budget</i>			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
			Total:
Technology			
Objective	Description of Resources	Funding Source	Available Amount
Based on 2009, FCAT Science data, 45% of students achieved level three and above.	Gizmos	District Funds	N/A
			Total:
Professional Development			
Objective	Description of Resources	Funding Source	Available Amount
Based on 2009, FCAT Science data, 45% of students achieved level three and above.	Safety Training	District Funds	N/A
			Total:
Other			
Objective	Description of Resources	Funding Source	Available Amount
Based on 2009, FCAT Science data, 45% of students achieved level three and above.	Lab Manuals	FLEX Funds	\$2,000.00
			Total:

End of Science Goal

Writing Goal

Needs Assessment:

Based on School Grade Data:

Did the total percent proficient increase or decrease? What is the percent change?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
On the 2009 administration of the FCAT Writing Test, 78% of the students in 10 th grade scored level 3.5 or above in writing.	On the 2010 administration of the FCAT Writing Test, 85% of the 10 th grade students will achieve a 3.5 or above.	1. Students will use the writing process weekly; all writing will be dated, and recorded in a work folder for monitoring of growth across time.	1. English Teacher	1. A school wide consistent method of saving student work will be established.	1. Progress between the Pretest Prompt and Mid-year Prompt.
		2. The revision and editing process will be explicitly taught and seen in student writing drafts.	2. English Teacher	2. Administration will monitor revision and editing process by reviewing student drafts.	2. Progress between the Pretest Prompt and Mid-year Prompt.
		3.	3.	3.	3.

On the 2009 administration of the FCAT Writing Test, 78% of the students in 10 th grade scored level 3.5 or above in writing.	On the 2010 administration of the FCAT Writing Test, 85% of the 10 th grade students will achieve a 3.5 or above.	1. <i>Tier 1</i> : Students use the writing process daily; all writing will be dated, and recorded in a work folder for monitoring of growth across time.	1. English Teacher	1. Student writing samples will be reviewed and scored bi-weekly by teacher. Percent of students making adequate progress toward goal will be determined once every 6 weeks by comparing writing trend data to expected rate of growth (aimline).	1. Scored writing samples will be used to determine progress between the Pre-test Prompt and Mid-year Prompt.
		2. <i>Tier 2</i> : The revision and editing process is explicitly taught and seen in student writing drafts.	2. English Teacher	2. Student writing samples will be reviewed and scored bi-weekly by teacher. Percent of students making adequate progress toward goal will be determined once every 4 weeks by comparing writing trend data to expected rate of growth (aimline).	2. Scored writing samples will be used to determine progress between the Pre-test Prompt and Mid-year Prompt.
		1. <i>Tier 3</i> : Students use the writing process daily; all writing will be dated, and recorded in a work folder for monitoring of growth across time.	3. Rtl Team	1. Student writing samples will be reviewed and scored bi-weekly by teacher. Percent of students making adequate progress toward goal will be determined once every 2 weeks by comparing writing trend data to expected rate of growth (aimline).	3. Scored writing samples will be used to determine progress between the Pre-test Prompt and Mid-year Prompt.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.

Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
On the 2010 administration of the FCAT Writing Test, 95% of the 8 th grade students will achieve a 3.5 or above.	Teaching the use of revision and editing strategies.	English Department Chair	September 2009	Monitor student writing portfolios. The students will use red pens to make revisions and edit so that their self-correcting behavior can be easily monitored.	Principal, Assistant Principal, English Department Chair, District Language Arts Supervisor

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<i>Budget</i>			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
			Total:
Technology			
Objective	Description of Resources	Funding Source	Available Amount
			Total:
Professional Development			
Objective	Description of Resources	Funding Source	Available Amount
On the 2010 administration of the FCAT Writing Test, 95% of the 8 th grade students will achieve a 3.5 or above.	Training: Teaching the use of revision and editing strategies.	N/A	
			Total:
Other			
Objective	Description of Resources	Funding Source	Available Amount
			Total:

End of Writing Goal

Parent Involvement Goal

Needs Assessment:

Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
Staff communication Logs from 2008-2009 indicated teachers communicated with only 15% of parents once per month.	Increase teacher communication with parents to 50% of their student's parents, at least once per month.	1. Require communication logs for all teachers.	1. Principal	1. Review of communication logs with calculation of percentages of contact.	1. Communication logs.
		2.	2.	2.	2.
		3.	3.	3.	3.
According to staff surveys, only 30% of parents attend Open House.	Increase parent participation in Open House to 60%.	1. Advertise Open House using marquee and ConnectEd.	1. Principal	1. Determine percentage of attendance at Open House.	1. Sign-in Sheets
		2. Teachers make personal phone calls about Open House.	2. Teachers	2. Number of phone calls.	2. Call log.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.

		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.

Professional Development Aligned with this Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring

<i>Budget</i>				
Evidence-based Program(s)/Materials(s)				
Objective	Description of Resources	Funding Source	Available Amount	
				Total:
Technology				
Objective	Description of Resources	Funding Source	Available Amount	
				Total:
Professional Development				
Objective	Description of Resources	Funding Source	Available Amount	
				Total:
Other				
Objective	Description of Resources	Funding Source	Available Amount	
				Total:

End of Parent Involvement Goal

Other Goals

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.

Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring

Other Goals

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.

Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring

<i>Budget</i>			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
			Total:
Technology			
Objective	Description of Resources	Funding Source	Available Amount
			Total:
Professional Development			
Objective	Description of Resources	Funding Source	Available Amount
			Total:
Other			
Objective	Description of Resources	Funding Source	Available Amount
			Total:

End of Other Goals

FINAL BUDGET (Insert Rows as Needed)

<i>Budget</i>			
Evidence-based Program(s)/Materials(s)			
Goal	Description of Resources	Funding Source	Available Amount
In grades 9-10, 50% of students achieved mastery on the 2009 administration of the FCAT Reading Test.	Read 180	District Instructional Funds	N/A
In grades 9-10, 50% of students achieved mastery on the 2009 administration of the FCAT Reading Test.	Fast Forward	District Instructional Funds	N/A
			Total:
Technology			
Goal	Description of Resources	Funding Source	Available Amount
In grades 9-10, 50% of students achieved mastery on the 2009 administration of the FCAT Reading Test.	Headphones for use with Read 180 and Fast Forward		0
In grade 9-10, 83% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Gizmo Math Training Software	District Funds	N/A
Based on 2009, FCAT Science data, 45% of students achieved level three and above.	Gizmos	District Funds	N/A
			Total:

Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
In grades 9-10, 50% of students achieved mastery on the 2009 administration of the FCAT Reading Test.	Training on Summarizing Strategies	N/A	0
In grade 9-10, 83% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	District Math Trainings	District Funds	N/A
Based on 2009, FCAT Science data, 45% of students achieved level three and above.	Safety Training	District Funds	N/A
On the 2010 administration of the FCAT Writing Test, 95% of the 8 th grade students will achieve a 3.5 or above.	Training: Teaching the use of revision and editing strategies.	N/A	
			Total:
Other			
Goal	Description of Resources	Funding Source	Available Amount
In grades 9-10, 50% of students achieved mastery on the 2009 administration of the FCAT Reading Test.	Classroom Libraries	Flex Funds	\$1,000.00
Based on 2009, FCAT Science data, 45% of students achieved level three and above.	Lab Manuals	FLEX Funds	\$2,000.00
			Total: \$3,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

School Differentiated Accountability Status				
Intervene <input type="checkbox"/>	Correct II <input type="checkbox"/>	Prevent II <input type="checkbox"/>	Correct I <input checked="" type="checkbox"/>	Prevent I <input type="checkbox"/>

Attach school's Differentiated Accountability Checklist of Compliance

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle 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.

Yes

No

If No, Measures Being Taken to Comply with SAC Requirement

Projected use of SAC Funds	Amount

Describe the Activities of the School Advisory Council for the Upcoming Year

SAC Membership Roster

List of Members

Member Name	Role Represented (SAC Chair, Principal, Parent, Student, Business Member, Community Member, Teacher, or School Support Staff)