Kathleen Senior High School

2016-17 School Improvement Plan

Kathleen Senior High School

1100 RED DEVIL WAY, Lakeland, FL 33815

http://khs.polk-fl.net

School Demographics

School Type and Grades Served	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate
(per MSID File) High School		(As Reported on Survey 3)
9-12	Yes	83%

Primary Service Type	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
(per MSID File)		
K-12 General Education	No	57%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	C*	C	C

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2016-17 DA Category and Statuses

DA Category	Region	RED
Focus	Southeast	Gayle Sitter
Former F		**Turnaround Status**
No		N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Cultivating a legacy of lifelong learners

b. Provide the school's vision statement

Kathleen High School is committed to cultivating a legacy of lifelong learners by providing the knowledge and skills needed to be successful, productive citizens. Our students, staff, parents, and community will work together as a family to instill a sense of P.R.I.D.E. in who we are, where we are, and what we are to become.

2. School Environment

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

The school organizes professional development opportunities for teachers and other staff members that focuses on building and cultivating positive relationships with students. Teachers are encouraged to get to know their students - culture, background, learning style, likes and dislikes, etc. School leaders and support staff make student relationships a priority by maintaining high visibility throughout the school day and interacting with students in a positive and supportive way. Various cultures are celebrated throughout the school year with school-wide events and initiatives (e.g. Hispanic Heritage, Black History, etc.). The school also promotes clubs and organizations that are accessible to students of various backgrounds.

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

The school has established a set of expectations entitled PRIDE (Preparedness, Respect, Integrity, Dependability, and Engagement). Through character lessons and daily interactions, the school instills these character traits within the student body. During times when students are out of classrooms, all available staff members are in the hallways monitoring student movement and behavior. This includes all classroom teachers who are expected to be at their doorways greeting their students and monitoring behavior in the public areas. The high visibility of the school's adults create a safe and secure environment. The Principal and/or one of the Assistant Principals makes daily announcements to the student body about expectations for behavior and respect as well as regular communications (email/phone messages) to parents.

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

All staff are trained at the beginning of the year on behavioral protocols and throughout the year as needed. For each behavioral infraction, there is a progressive discipline that is established. All personnel responsible for handling behavioral issues use the same procedures for imposing consequences so that students are always dealt with fairly and consistently. Teachers are trained on the difference between classroom-managed and office-managed behaviors. For office-managed behaviors, a discipline referral is needed so that information is accurate and firsthand. The school

also implements an intervention center for students who are disruptive and/or for students in ISS. For students who are disruptive, teachers call the office to have the student removed from the learning environment so that instructional time is not lost and students can remain engaged. The Principal and Discipline Team meet with the student body by grade level at the beginning of the year and again at the beginning of second semester to review all expectations.

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

School leadership and guidance provide students with counseling, mentoring, and other opportunities to express themselves so that their social-emotional well being remains intact and healthy.

3. Early Warning Systems

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

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

School leaders and guidance personnel have 24 access to the EWS for our student population. This information is stored in a digital format online on a secure platform and is updated weekly. Key personnel are responsible for monitoring the list of students who meet one or more of the criteria. After students have been identified, a problem-solving team intervenes to decide upon an appropriate course of action to ensure the students stay on track. Indicators include: grade point average below a 2.0 for the semester, progress of credits earned, attendance below 90%, ISS/OSS, more than 2 course failures for the semester, age, 1 or more failures in core courses.

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

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

Indicator	Grade Level												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	148	141	139	98	526
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	75	79	65	17	236
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0
GPA below 2.0	0	0	0	0	0	0	0	0	0	93	120	76	89	378
ISS/OSS > 3 days	0	0	0	0	0	0	0	0	0	5	3	7	8	23
Progress of Credits	0	0	0	0	0	0	0	0	0	0	4	2	5	11
Overage	0	0	0	0	0	0	0	0	0	30	39	21	30	120

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

The guidance department develops an individualized graduation plan for each student. Each counselor, divided by grade level, reviews their student's academic standing each semester and makes adjustments to their individualized plan as needed. Additionally, the academic team reviews grades and progress reports throughout the semester. Counselors hold conferences with students to mentor and coach them if they are falling behind. Parent/teacher/student conferences are scheduled and held where plans are developed to provide additional support to students. Tutoring is available weekly for students. Summer school and other extended learning opportunities are offered to students to improve their academic standing as well. The school has an organization for students who are at-risk. The purpose of the organization is to provide intense mentoring and monitoring for students to keep them on track. Community members engage in this process by offering additional tutoring and mentoring. Teachers notify parents and school leaders as soon as there is a sign that a student is slipping.

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

A PIP has been uploaded for this school or district - see the link above.

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

The school builds and sustains partnerships with the local community by reaching out to community leaders and businesses to assist in human support for mentoring projects at KHS and financial support for student and staff needs at KHS. Through KHS United, we actively recruit community volunteers to assist with student development and achievement in our school. Community partnerships are also established and developed through our School Advisory Council. Our SAC meets four times a year. We have many community leaders on our SAC Committee. Working together has strengthened our ability to secure and utilize resources that support our school and student achievement.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Drisdom, Donna	Principal
Maffett, Lia	Assistant Principal, Curriculum
Smith, Keith	Assistant Principal, Curriculum
Williams, Tony	Assistant Principal, Administration
Jenkins, Tony	Assistant Principal
Smith, Javon	Assistant Principal
Speed, Toi	Instructional Coach
Redd, Jennifer	Reading Interventionist
Miller, Yvonne	Math Interventionist
Desandolo, Jenna	Instructional Media
Williams, Jeffrey	Success Coach
Whitener, Lori	Testing Coordinator
Sprouse, Kim	Guidance Director
Donhauser, Heather	Dean (9th Grade)
Harwell, Doug	Dean (11th Grade and 12th Grade)
Reyes, Joaquin	Dean (10th Grade and 12th Grade)

b. Duties

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

Donna Drisdom serves as the school's Principal and facilitates all administrative and leadership team meetings. During these meetings, the Principal ensures everyone has an opportunity to share in the decision making process. Mario Jenkins leads the discipline team and uses behavioral data to modify student policies and provide appropriate interventions and modifications to the environment. Tony Williams is responsible for ensuring that students have a safe and orderly environment. Donna Drisdom along with her admin team leads the academic team, schedules progress monitoring and teacher/student class assignments. She also coordinates the instructional walkthroughs and evaluation processes. Lia Maffett and Toi Speed coordinates all professional development for instructional staff. Zin Smith serves as the primary instructional leader and administrator at the Central Florida Aerospace Academy, a separate location for KHS. The Principal and all Assistant Principals evaluate teacher effectiveness through an ongoing observation/feedback process. The admin team and instructional coach, and interventionists provides academic support to teachers and students, schedules and reports on data collection activities, and schedules and leads parent/teacher/student conferences through the problem-solving process. Toi Speed serves as the Literacy Coach and provides instructional support and professional development to teachers. We are currently seeking a Math Coach, who will support the Math Department by providing instructional coaching, resources, and professional development. Yvonne Miller, Math Interventionist and Jennifer Redd, Reading Interventionist will provide academic intervention to our at-risk students. Yvonne Miller focuses on providing interventions in math while Jennifer Redd will focus on reading/writing interventions. Javon Smith serves as an Assistant Principal and provides leadership and guidance to all teachers, students, and families. The behavioral support team is comprised of the APAs and the Deans: Tony Williams, Mario Smith, Heather Donhauser, Doug Harwell and Joaquin Reyes. All coaches, deans and assistant principals perform regular walkthroughs to provide teacher's with ongoing feedback about their instructional techniques, learning, and classroom environment. Cornell. Kirkendoll is responsible for ensuring that individual student needs are met for Students with Disabilities. Kim Sprouse serves as the Guidance Chairperson and, along with the other guidance counselors, provides services related to the students' academic, behavioral, psychological, social, and emotional needs. Jeffrey Williams is the school's Success Coach and he works with students to ensure they are on track for graduation and post-secondary education or career placement.

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

In terms of curricular resources, the district forms instructional material adoption committees that meet several times to review and evaluate curriculum and resources from several different vendors. The school selects representatives to serve on these committees to offer input and suggestions. The committees then make a recommendation to the Superintendent. The school also has a team of individuals that meet to review supplemental materials that align to the needs of the students. In terms of personnel and instruction, the school-based leadership meets every week on Mondays, throughout the school year and summer months, to discuss observational data from classroom walkthroughs as well as the scheduling of students and specific teacher assignments. The team provides staff with ongoing feedback related to teaching, learning, and performance. Walkthroughs are performed weekly to support teachers and other staff members. When recruiting and selecting new employees to serve at the school, the selection committee strives to ensure that the candidate's values, beliefs, and attitudes align to the school's mission, vision, core values, and needs of the students.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
1. Donna Drisdom	Principal
2. Tony Williams	Educational Support Employee
3. Mario Jenkins	Educational Support Employee
4. Javon Smith	Educational Support Employee
5. Lia Maffett	Educational Support Employee
6. Chandra Frederick	Parent
7. Jessica Mahmood	Teacher/SAC Secretary
8. Alan Darr	Teacher
9. Harold Lewis	Parent/SAC Chair
10. Cornell Kirkendoll	Educational Support Employee
11. Susie Brigman	Parent
12. Shirley Nelson	Parent
13. Sybille Oldham-Jackson	Parent
14. Keishla Rodriguez	Student
15. Antonio Miller	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC reviews the School Improvement Plan throughout the school year and makes recommendations to enhance student achievement and success. School leaders provide the SAC team with progress monitoring updates at each meeting that aid in the problem solving process.

b. Development of this school improvement plan

The SAC contributes to the development of this plan by providing direction to the staff in the formulation of the school's vision and mission. In addition, the SAC team provides strategies for each

area of the SIP and suggests and approves budget expenditures of Title 1 funds. The SAC members suggest and modify parent involvement activities.

c. Preparation of the school's annual budget and plan

The SAC reviews the school's annual budget and plan and makes recommendations to the Principal that will enhance the efficiency and effectiveness of the funds.

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

At this time, there are limited school improvement funds. As funds become available, they will be used to purchase resources that cannot be purchased with other available funds.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Miller, Yvonne	Math Interventionist
Smith, Javon	Assistant Principal
Speed, Toi	Instructional Coach
Redd, Jennifer	Reading Interventionist
Desandolo, Jenna	Media Specialist
Maffett, Lia	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The LLT meets as needed to discuss ideas that will promote literacy throughout the school. Some initiatives that have come from these meetings include, but are not limited to: Book Club, Hispanic/Black Heritage, School-wide Literacy Marketing Campaign, Book Giveaways, Monthly Literacy Focus, Guest Speakers/Authors, activities during Florida's Celebrate Literacy Week.

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

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

The school's master schedule is developed with collaborative planning in mind. Each subject area department has a common planning period. For example, all science teachers have 1st period planning, all social studies teachers have 2nd period planning, so on and so forth. The leadership team developed a co-planning guide to help guide the conversations that occur during the co-planning sessions. Co-planning is expected at least once per week for each core academic area and is facilitated by a leadership team member. Leadership team members and instructional coaches offer support and guidance to teachers regarding instruction, curriculum, and environment. Departments meet weekly to collaborate further and share any concerns with leadership. Lia Maffett meets with department chairs once per month to collaborate and problem solve in an effort toward continuous improvement.

School and community leaders work together to provide incentives and rewards to teachers for their hard work and dedication to student excellence (luncheons, giveaways, etc.).

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

The Principal and Assistant Principals work with the district to recruit professional and experienced teachers to work at Kathleen High School. Administrators have frequent contact and communication with teachers and provide meaningful professional development. KHS realizes that teachers are our #1 resource. Collaborative planning time is given to allow for professional collaboration and development of common lessons and assessments.
(To support new teachers, Toi Speed meets with all of the new teachers monthly to provide classroom strategies/instructional techniques/ classroom management, etc.) Other support staff including John Jacomet, Lia Maffett and Javon Smith also meet with new teachers for training and support.

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

Literacy coaches and admin team work with new staff. Assign admin to new teachers to monitor/meet with them as needed. First-year teachers are paired with strong instructional leaders in their content areas. New staff at Kathleen High School are also paired with instructional leaders. Monthly teacher meetings and professional development specifically geared toward new teachers are provided. Leadership team members are work with new teachers to provide additional support.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

All core teachers (and even elective teachers) participated in an in-depth professional learning community that focused on the Florida Standards. The PLC lasted several weeks and teachers collaborated across like disciplines with school leaders to develop a common understanding of the standards. Each week, teachers, instructional coaches, and school leaders collaborate during common planning time to develop standards-based lessons. Coaches and leaders attend these sessions to help guide the conversations and keep them grounded in the standards. The leadership team developed a co-planning guide that includes several prompts that help shape the conversation around the standards. Furthermore, all leaders are trained to look for evidence of standards-based instruction when performing classroom walkthroughs. Additional measures to ensure alignment include the implementation of lesson study and group walkthroughs to evaluate the effectiveness of instructional programs (not individual teachers). At the conclusion of these types of walkthroughs, the "data collectors" collaborate with the teachers in a reflective conversation and develop an action plan to increase effectiveness for future standards-based lessons.

b. Instructional Strategies

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

Teachers are trained on how to use data to inform their instructional decisions. Data Day is devoted to analyzing progress monitoring data. Teams of teachers work together to analyze the data, identify trends and potential problem areas as well as develop strategies to modify instruction.
Through weekly co-planning, teachers share best practices as to how instruction can be differentiated to meet the needs of all learners. Teachers use small group instructions and rotations as well as

provide texts/problems to students that are at the appropriate reading or skill level. Students with special needs are provided accommodations and/or modifications to the instruction per their respective IEPs or LEPs, both in the classroom and on high stakes assessments.

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

Strategy: Extended School Day

Minutes added to school year: 1800

KHS offers before and after school tutoring sessions to students in Reading and Mathematics.

Strategy Rationale

Providing tutoring after school creates smaller learning environments for students where they can receive more personalized instruction from qualified educators.

	Tuesdays	Wednesdays	Thursdays
ACT	Mrs. Gardner Main Media Ctr		Ms. Bass Main Media Ctr
Algebra 1	Mr. Hammonds 40-111	Mr. Taylor 40-113	
ESOL		Mr. Gueiros-Neto 04-004	

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Donna Drisdom donna.drisdom@polk-fl.net

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

The Academic Team tracks the students who attend the tutoring sessions to determine if the sessions are having a positive impact on student learning.

Strategy: Summer Program

Minutes added to school year: 2,500

KHS provides summer coursework to students who have previously failed courses in English, Math, Social Studies, and/or Science.

Strategy Rationale

Credit Recovery for students who are behind in credits or need grade forgiveness to improve their GPA.

Strategy Purpose(s)

Person(s) responsible for monitoring implementation of the strategy: Donna Drisdom & Admin Team

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

The Academic Team and Guidance track the progress of students enrolled in summer school to determine academic progress.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

The school has a separate building dedicated to freshmen students to support them during their transition to high school. This building houses 25 classrooms, a science lab, a media center, a computer lab, and 4 administrative offices. Heather Donhauser is assigned to the Freshman Academy to provide them with specialized attention and support. Most of the freshmen take their core academic classes in this building to transition them smoothly into high school which can be intimidating to some. Additionally, all freshmen are assigned an adult advisor who provides them with additional guidance, support, and monitoring four structured times throughout the year. Their advisor also meetings with them outside advisory day for support and guidance.

To assist seniors who are transitioning to postsecondary life, Javon Smith, Assistant Principal and the school success coach, Jeffrey Williams, provides information and guidance for this transition. Whether it is enrolling in a postsecondary education, enlisting in the military, or seeking employment, this staff member has the knowledge, expertise, and resources to ensure the transition is smooth. Students often visit various colleges college, the assistant principal and the success coach assists seniors to apply for college admissions, scholarships, job opportunities, and/or to speak to military recruiters.

b. College and Career Readiness

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

KHS guidance counselors and school leaders meet with students and parents, individually and in groups, to discuss a student's academic/graduation plan. During these conferences, course offerings are discussed based on student interest and ability level. Additionally, KHS hosts several academic nights for parents and students to get information about the various course offerings at KHS.

(College and Career Fair - Awareness/Information/Knowledge, Parent Night/Financial Aid)

Lunch and Learn is available to seniors during their lunch periods on Fridays. Topics of college readiness, academic skills are discussed with the seniors. Admin team members provide/lead the discussion for Lunch and Learn.

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

KHS offers 6 career academies that focus on Business Management, Sports Medicine, Criminal Justice, Natural Resources and Agriculture, Automotive Technologies, and Aerospace. We also offer students opportunities through our CTE coursework in the areas of Digial Video Productions, Drafting, Early Childhood Education, Culinary Arts, Music, Dance, Theatre, Visual Arts, and Journalism, to name a few.

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

Addition of a Parent/Community Liaison, College Readiness courses in Language Arts, Reading, and Mathematics, Advanced coursework (AP, Dual Enrollment, and Honors courses in Academic and CTE areas), College/Career Fair and trips to colleges/universities to motivate students and provide

information regarding admission criteria, Enrichment/Remediation Mini-Boost Camps to prepare for upcoming College Readiness exams (ACT, SAT, PERT), use of PSAT and resources

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

The school has college readiness classes in Mathematics and Language Arts to assist students who need additional support in these areas. Additionally, the school offers students incentives for becoming "college ready" by the time they graduate. After school programs provide students with extended learning opportunities to continue their preparation for postsecondary education. The school offers ACT, SAT, and PERT preparation programs to all students interested. Additionally, the school's Success Coach, Assistant Principals and Guidance staff help prepare students for life after graduation. The school also offers dual enrollment opportunities as well as Advanced Placement and Honors level courses.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

Kathleen Senior High 2015-2016 School Grade Components

English Language Arts Achievement (% of students scoring proficient on FSA)	Mathematics Achievement (% of students scoring proficient on FSA)	Science Achievement (% of students scoring proficient on Biology EOC)	College and Career Acceleration (% of Graduating Cohort from previous year scoring proficient on an AP Exam or Industry Certification: Earning Passing Score from Dual Enrollment Course)	Graduation Rate (% of students from previous year who graduate within 4 years)
33	**20**	**51**	**42**	**71**
English Language Arts Learning Gains (% of students who make a year's worth of growth or maintain proficiency)	Mathematics Learning Gains (% of students who make a year's worth of growth or maintain proficiency)	Social Studies Achievement (% of students scoring proficient on US History EOC)		
39	**28**	**51**		
English Language Arts Learning Gains for Bottom 25% (% of students who scored lowest in prior year and make a year's worth of growth)	Mathematics Learning Gains for Bottom 25% (% of students who scored lowest in prior year and make a year's worth of growth)	Total Number of Points (Add up all the Points)	Total Number of Components (# of Boxes)	Percent of Total Points (# of Points/# of Components)
36	**33**	**404**	**10**	**40**
A = > 62%; B = 54% to 61%; C = 41% to 53%; D = 32 to 40%; F < 31%				

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. KHS instructional, support and administrative staff will maintain a safe, supportive and orderly campus with clear communications with students, families and the surrounding community members.

G2. The percentage of students meeting proficiency will increase in all area of testing including FSA, EOCs and Final Exams.

G3. Teachers and support staff will employ high-quality professional development opportunities to face the challenge of helping all students master all academic achievement standards and district and statewide assessments.

G4. Teachers will use standards-aligned strategies that provide students with opportunities to extend their thinking and learning through assignments and tasks that are rigorous, relevant, and that support literacy.

Strategic Goals Detail

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

.

G1. KHS instructional, support and administrative staff will maintain a safe, supportive and orderly campus with clear communications with students, families and the surrounding community members. `1a`

🔑 G079522

Targets Supported `1b`

Indicator	Annual Target
School Grade - Percentage of Points Earned	40.0

Targeted Barriers to Achieving the Goal `3`

Resources Available to Support the Goal `2`

- Administrative staff will capture data monthly and provide feedback to the instructional staff in a continuing improvement plan format, with summary results posted to the students and community. Leadership will reinforce, to the instructional staff, foundational, behavioral and academic practices, with routine monitoring of their effectiveness.

G2. The percentage of students meeting proficiency will increase in all area of testing including FSA, EOCs and Final Exams. `1a`

🔑 G079521

Targets Supported `1b`

Indicator	Annual Target

Targeted Barriers to Achieving the Goal `3`

Resources Available to Support the Goal `2`

G3. Teachers and support staff will employ high-quality professional development opportunities to face the challenge of helping all students master all academic achievement standards and district and statewide assessments. `1a`

🔑 G079520

Targets Supported `1b`

Indicator	Annual Target

Targeted Barriers to Achieving the Goal `3`

Resources Available to Support the Goal `2`

G4. Teachers will use standards-aligned strategies that provide students with opportunities to extend their thinking and learning through assignments and tasks that are rigorous, relevant, and that support literacy.

1a

🔑 G076542

Targets Supported 1b

Indicator	Annual Target

Targeted Barriers to Achieving the Goal 3

- Expertise for new standards, assessments, and instructional practices that promote literacy and provide rigorous, relevant learning experiences

- Lack of planning time and effective use of planning time

- Achievement gap

Resources Available to Support the Goal 2

- School-based coaches and interventionists

- New instructional materials in Reading, ELA, Math, and Biology

- Title 1 funds for materials and planning time

- District PD staff

- Technology

- ESOL Paraeducator

Plan to Monitor Progress Toward G4. 8

Administrators and instructional coaches will monitor assessment results, lesson plans, course grades, and teacher evaluation data to check progress toward meeting the goal. Additionally, the leadership team will hold data chats with teacher and students throughout the school year.

Person Responsible: Donna Drisdom and Admin Team

Schedule
Weekly, from 8/8/2016 to 6/9/2017

Evidence of Completion
Progress Monitoring Data, State Assessment results, School Grade, Course Grades, Teacher Evaluation Data, Lesson Plans, Observations, Conversations, Data Chats

Plan to Monitor Progress Toward G4. 8

Person Responsible: Donna Drisdom and Admin Team

Schedule

Evidence of Completion
: Records of Data Chats, Copies of Lesson Plans and Data Collection of grades, teacher evaluations.

Action Plan for Improvement

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

Problem Solving Key

G = Goal   **B =** Barrier

1 = Problem Solving Step   🔑 S123456

S = Strategy

🔑 = Quick Key

G4. Teachers will use standards-aligned strategies that provide students with opportunities to extend their thinking and learning through assignments and tasks that are rigorous, relevant, and that support literacy. 1

🔑 G076542

G4.B1 Expertise for new standards, assessments, and instructional practices that promote literacy and provide rigorous, relevant learning experiences 2

🔑 B200340

G4.B1.S1 Provide high quality learning opportunities 4

🔑 S212057

Strategy Rationale

Increase teacher expertise

Action Step 1 5

School-based Administrators will work with teacher leaders and district leaders to provide high quality, differentiated learning opportunities.

Person Responsible: Donna Drisdom and Admin Team

Schedule: PD Schedule available on Outlook Calendar, PD Begins in Oct, 2016 and continues through May, 2017.

Evidence of Completion

PD Plan, PD Calendar, Agendas, Minutes, Sign In Sheets, PD Artifacts, PD Follow-Up Activities, PD Evaluations, Observations, Conversations

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Administrators will monitor attendance and participation in PD opportunities

Person Responsible

Lia Maffett

Schedule

Weekly, from 10/15/2016 to 6/5/2017

Evidence of Completion

Sign In Sheets, Follow-Up Activities, PD Evals, ARROW forms, In-service Records

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Administrators and instructional coaches will perform regular classroom walkthroughs and evaluations and provide teachers with specific, actionable feedback based on instructional practices observed.

Person Responsible

Donna Drisdom and Admin Team

Schedule

Daily, from 8/15/2016 to 6/4/2017

Evidence of Completion

Evaluation instruments, Walkthroughs, Conversations, Lesson Plans

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Administrators and teachers will analyze student progress monitoring data to determine effectiveness of implementation.

Person Responsible: Donna Drisdom and Admin Team

Schedule Monthly, from 8/15/2016 to 6/4/2017

Evidence of Completion

Progress Monitoring Data

G4.B1.S2 Implement lesson study 4

S212058

Strategy Rationale

Empower teachers and improve instructional practices

Action Step 1 5

School leaders and teachers will be trained on how to effectively participate in a lesson study.

Person Responsible: Donna Drisdom and Admin Team

Schedule: Lesson Study to begin in October, 2016

Evidence of Completion

Sign In Sheets, Follow-Up Activity, PD Eval

Action Step 2 5

Teachers will plan lessons together, observe each other delivering the lessons, and then reflect on the lessons collaboratively.

Person Responsible: Donna Drisdom and Admin Team

Schedule Weekly, from 11/12/2016 to 6/5/2017

Evidence of Completion

Meeting minutes, Lesson Plans, Observations, Conversations, Sign In Sheets

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Administrators and instructional coaches will attend the co-planning and debriefing sessions to offer support and monitor the fidelity of participation/implementation.

Person Responsible: Donna Drisdom and Admin team

Schedule

Monthly, from 10/1/2016 to 6/4/2017

Evidence of Completion

Lesson Plans, Sign In Sheets, Observations, Conversations

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 `7`

Administrators will review lesson plans and observe teachers delivering the co-authored lessons to determine if learning is becoming more effective as a result of the lesson studies.

Person Responsible: Donna Drisdom and Admin Team

Schedule

Weekly, from 10/1/2016 to 6/4/2017

Evidence of Completion

Lesson Plans, Teacher Evaluations, Progress Monitoring Data

G4.B3 Lack of planning time and effective use of planning time `2`

🔑 B200342

G4.B3.S1 Increase planning time `4`

🔑 S212059

Strategy Rationale

Action Step 1 `5`

Provide teachers with additional planning time when available Title 1 funds and administrative-supported co-planning sessions on early release days

Person Responsible

Donna Drisdom and Admin Team

Schedule

Quarterly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Title 1 Budget, PLC Guiding Questions, Lesson Plans, Sign In Sheets

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Monitor teachers to ensure planning time is being utilized efficiently

Person Responsible

Donna Drisdom and Admin Team

Schedule

Weekly, from 8/15/2016 to 8/8/2016

Evidence of Completion

Lesson Plans, PLC Guiding Questions, Observations, Conversations

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Administration will perform regular classroom walkthroughs and evaluations to determine effectiveness.

Person Responsible

Donna Drisdom and Admin Team

Schedule

Daily, from 8/15/2016 to 6/4/2017

Evidence of Completion

Evaluation instruments, Walkthrough forms, Conversations, Lesson Plans

G4.B3.S2 Facilitate coplanning 4

🔑 S212060

Strategy Rationale

Action Step 1 5

Set co-planning calendar and determine co-planning groups

Person Responsible

Donna Drisdom and Admin Team

Schedule

Weekly, from 10/2/2016 to 5/26/2017

Evidence of Completion

Coplanning calendar, Groupings

Action Step 2 5

Administrators and coaches will facilitate co-planning sessions to model expectations and gradually release responsibility to the teachers.

Person Responsible
Admin Team

Schedule

Weekly, from 10/4/2016 to 5/26/2017

Evidence of Completion

Lesson Plans, PLC Guiding Questions, Observations, Assessments

Plan to Monitor Fidelity of Implementation of G4.B3.S2 6

Administrators and coaches will attend and facilitate co-planning sessions

Person Responsible Admin Team

Schedule Weekly, from 9/2/2016 to 5/26/2017

Evidence of Completion

Sign In Sheets, Observations, Conversations, Lesson Plan, PLC Guiding Questions/ Template

Plan to Monitor Effectiveness of Implementation of G4.B3.S2 7

Administrators and coaches will attend co-planning sessions, review lesson plans, and perform classroom walkthroughs to monitor effectiveness.

Person Responsible

Admin Team

Schedule

Weekly, from 9/2/2016 to 6/4/2017

Evidence of Completion

Lesson Plans, Planning Artifacts/Minutes, Observations, Conversations, WT data

G4.B5 Achievement gap 2

🔍 B200344

G4.B5.S1 Literacy and Math interventionists provide additional support to struggling readers and math students. 4

🔍 S212061

Strategy Rationale

Action Step 1 5

Identify students in the lowest quartile in reading and mathematics and provide targeted instruction.

Person Responsible

Admin Team

Schedule

Weekly, from 9/6/2016 to 6/30/2017

Evidence of Completion

Weekly Progress Monitoring Reports, Formative Assessment Data, Conversations, Observations, Course Grades

Plan to Monitor Fidelity of Implementation of G4.B5.S1 6

Interventionists will provide weekly logs and documentation to Administration.

Person Responsible

Admin Team

Schedule

Weekly, from 8/18/2016 to 6/4/2017

Evidence of Completion

Weekly logs, Conversations, Data Chats, Observations

Plan to Monitor Effectiveness of Implementation of G4.B5.S1 7

Interventionists and Administrators will analyze progress monitoring results and course grades to determine if interventions are improving achievement.

Person Responsible: Admin Team, Jennifer Red and Yvonne Miller

Schedule Weekly, from 8/15/2016 to 6/4/2017

Evidence of Completion

Progress Monitoring Results, State Assessment data, Course grades

G4.B5.S2 Teachers differentiate instruction to meet the needs of all learners. 4

🔍 S212062

Strategy Rationale   With block scheduling, differentiated instruction will be used throughout all classes

Action Step 1 5

Person Responsible: Admin Team

Schedule Weekly, from 8/15/2016 to 6/4/2017

Evidence of Completion: Lesson Plans, Walkthroughs, Evaluations

Plan to Monitor Fidelity of Implementation of G4.B5.S2 6

Person Responsible Admin Team

Schedule Weekly, from 8/15/2016 to 6/4/2017

Evidence of Completion
  Lesson plan documentation, binders, evaluations

Plan to Monitor Fidelity of Implementation of G4.B5.S2

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2016					
G4.B3.S1.MA1 M256740	Monitor teachers to ensure planning time is being utilized efficiently	Donna Drisdom, Admin Team	8/8/2016	Lesson Plans, PLC Guiding Questions, Observations, Conversations	8/8/2016 weekly
G4.MA1 M256745	Administrators and instructional coaches will monitor assessment results, lesson plans, course...	Donna Drisdom Admin Team	8/8/2016	Progress Monitoring Data, State Assessment results, School Grade, Course Grades, Teacher Evaluation Data, Lesson Plans, Observations, Conversations, Data Chats	6/9/2017 weekly
G4.B1.S1.A1 A264674	School-based Administrators will work with teacher leaders and district leaders to provide high...	Donna Drisdom Admin Team	8/11/2016	PD Plan, PD Calendar, Agendas, Minutes, Sign In Sheets, PD Artifacts, PD Follow-Up Activities, PD Evaluations, Observations, Conversations	No End Date biweekly
G4.B1.S1.MA3 M256735	Administrators and teachers will analyze student progress monitoring data to determine...	Donna Drisdom Admin Team	8/11/2016	Progress Monitoring Data	6/4/2017 monthly
G4.B1.S1.MA1 M256734	Administrators and instructional coaches will perform regular classroom walkthroughs and...	Donna Drisdom Admin Team	8/15/2016	Evaluation instruments, Walkthroughs, Conversations, Lesson Plans	6/4/2017 daily
G4.B1.S1.MA1 M256736	Administrators will monitor attendance and participation in PD opportunities	Maffett, Lia	8/15/2016	Sign In Sheets, Follow-Up Activities, PD Evals, ARROW forms, In-service Records	6/5/2017 weekly
G4.B5.S1.MA1 M256743	Interventionists and Administrators will analyze progress monitoring results and course grades to...	Yvonne Miller Jennife Redd Admin Team	8/18/2016	Progress Monitoring Results, State Assessment data, Course grades	6/4/2017 weekly
G4.B5.S1.MA1 M256744	Interventionists will provide weekly logs and documentation to Administration.	Yvonne Miller Jennife Redd Maffett, Lia	8/18/2016	Weekly logs, Conversations, Data Chats, Observations	6/4/2017 weekly
G4.B3.S1.MA1 M256739	Administration will perform regular classroom walkthroughs and evaluations to determine...	Donna Drisdom Admin Team	8/25/2016	Evaluation instruments, Walkthrough forms, Conversations, Lesson Plans	6/4/2017 daily
G4.B3.S2.A1 A264679	Set co-planning calendar and determine co-planning groups	Donna Drisdom Admin Team	9/2/2016	Coplanning calendar, Groupings	5/26/2017 weekly
G4.B3.S2.MA1 M256742	Administrators and coaches will attend and facilitate coplanning sessions	Donna Drisdom Admin Team	9/2/2016	Sign In Sheets, Observations, Conversations, Lesson Plan, PLC Guiding Questions/Template	5/26/2017 weekly
G4.B3.S2.MA1 M256741	Administrators and coaches will attend coplanning sessions, review lesson plans, and perform...	Donna Drisdom Admin Team	9/2/2016	Lesson Plans, Planning Artifacts/ Minutes, Observations, Conversations, WT data	6/4/2017 weekly
G4.B3.S1.A1 A264678	Provide teachers with additional planning time through the use of Title 1 funds and...	Jennifer Redd	9/6/2016	Title 1 Budget, PLC Guiding Questions, Lesson Plans, Sign In Sheets	6/2/2017 every-2-months
G4.B5.S1.A1 A264681	Identify students in the lowest quartile in reading and mathematics and provide targeted...	Donna Drisdom Admin Team	9/6/2016	Weekly Progress Monitoring Reports, Formative Assessment Data, Conversations, Observations, Course Grades	6/30/2017 weekly
G4.B3.S2.A2 A264680	Administrators and coaches will facilitate coplanning sessions to model expectations and gradually...	Donna Drisdom Admin Team	9/10/2016	Lesson Plans, PLC Guiding Questions, Observations, Assessments	5/26/2017 weekly
G4.B1.S1.A2 A264675	[no content entered]		No Start Date		No End Date one-time
G4.MA2 M265093	[no content entered]		No Start Date		No End Date one-time
G4.B5.S2.MA1 M276396	[no content entered]		No Start Date		No End Date one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B5.S2.A1 A264682	[no content entered]		No Start Date		No End Date one-time
G4.B1.S2.MA1 M256737	Administrators will review lesson plans and observe teachers delivering the co-authored lessons to...	Donna Drisdom Admin Team	10/1/2016	Lesson Plans, Teacher Evaluations, Progress Monitoring Data	6/4/2017 weekly
G4.B1.S2.MA1 M256738	Administrators and instructional coaches will attend the coplanning and debriefing sessions to...	Donna Drisdom Admin Team	10/1/2016	Lesson Plans, Sign In Sheets, Observations, Conversations	6/4/2017 monthly
G4.B1.S2.A1 A264676	School leaders and teachers will be trained on how to effectively participate in a lesson study.	Donna Drisdom Admin Team	11/2/2016	Sign In Sheets, Follow-Up Activity, PD Eval	5/5/2017 one-time
G4.B1.S2.A2 A264677	Teachers will plan lessons together, observe each other delivering the lessons, and then reflect on...	Donna Drisdom Admin Team	11/2/2016	Meeting minutes, Lesson Plans, Observations, Conversations, Sign In Sheets	6/5/2017 weekly

V. Professional Development Opportunities

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

G4. Teachers will use standards-aligned strategies that provide students with opportunities to extend their thinking and learning through assignments and tasks that are rigorous, relevant, and that support literacy.

G4.B1 Expertise for new standards, assessments, and instructional practices that promote literacy and provide rigorous, relevant learning experiences

G4.B1.S1 Provide high quality learning opportunities

PD Opportunity 1

School-based Administrators will work with teacher leaders and district leaders to provide high quality, differentiated learning opportunities.

Facilitator

Academic Team

Participants

Teachers, Administrators, Coaches

Schedule: 8/15/16 – 6/4/17

G4.B1.S2 Implement lesson study

PD Opportunity 1

School leaders and teachers will be trained on how to effectively participate in a lesson study.

Facilitator

District Staff and Admin Steam

Participants

KHS Teachers and Coaches/Admin

Schedule

On 10/5/16-6/4/17

PD Opportunity 2

Teachers will plan lessons together, observe each other delivering the lessons, and then reflect on the lessons collaboratively.

Facilitator

Teachers and Coaches

Participants

Teachers

Schedule

Weekly, from 11/2/2016 to 6/5/2017

VI. Technical Assistance Items

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

VII. Budget

Budget Data

1	G4.B1.S1.A1	School-based Administrators will work with teacher leaders and district leaders to provide high quality, differentiated learning opportunities.	$0.00
2	G4.B1.S1.A2		$0.00
3	G4.B1.S2.A1	School leaders and teachers will be trained on how to effectively participate in a lesson study.	$0.00
4	G4.B1.S2.A2	Teachers will plan lessons together, observe each other delivering the lessons, and then reflect on the lessons collaboratively.	$0.00
5	G4.B3.S1.A1	Provide teachers with additional planning time through the use of Title 1 funds and administrative-supported co-planning sessions on early release days	$0.00
6	G4.B3.S2.A1	Set co-planning calendar and determine co-planning groups	$0.00
7	G4.B3.S2.A2	Administrators and coaches will facilitate co-planning sessions to model expectations and gradually release responsibility to the teachers.	$0.00
8	G4.B5.S1.A1	Identify students in the lowest quartile in reading and mathematics and provide targeted instruction.	$0.00
9	G4.B5.S2.A1		$0.00
		Total:	$0.00