

Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

February 28, 2014

Lakeland High NCES - 510371002219

Suffolk Public School

High School Improvement Indicators

Key Indicators are shown in **RED**.

High School Rapid Improvement

Division Indicators

Indicator	HS4.02 - The division provides collaboration between high schools and their respective feeder schools prior to a cohort's freshman year.(2486)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 03/20/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Lakeland High School is actively engaged in vertical conversations with regard to requirement for success in high school. More development is needed in this area and we hope to continue this process for the 2012-2013 school year.	
Plan	Assigned to:	Douglas Wagoner	
	How it will look when fully met:	Math and English teachers from Lakeland High School will receive visits from math and English teachers from feeder elementary schools for the purposes of observation and discussion. Teachers from Lakeland will also visit feeder schools to observe and further facilitate discussion on desired learning outcomes, assessment, and strategies.	
	Target Date:	11/06/2014	
	Tasks:		
	1. Dates will be established by the administration of the feeder school and the high school. This will be achieved by December 20, 2013.		
	Assigned to:	Douglas Wagoner	
	Added date:	02/01/2013	
	Target Completion Date:	12/20/2013	
	Frequency:	twice a year	

		Comments:	3/14/13: Our guidance department has established the date of April 8, 2013 to visit our feeder middle schools to assist with the scheduling of the 2013-2014 Freshman cohort. The guidance department is assigned to meet with all feeder middle schools to complete this task. Each counselor is responsible for a particular middle school; Dr. Kimberly Stanley Kings Fork Middle School., Mrs. Keisha Robertson, John F. Kennedy, and Mrs. Shelia Williams, Forest Glen Middle School.
		2. Teachers will visit and observe classes at each level to facilitate the discussion. Teachers will also have vertical discussions as part of the steering committee.	
		Assigned to:	Douglas Wagoner
		Added date:	02/01/2013
		Target Completion Date:	04/01/2014
		Frequency:	once a year
		Comments:	10/28/13 Mr. Wagoner emailed Mounie, Phillips, Bradshaw, Covington asking for participation in setting up visitation schedule.
Implement	Percent Task Complete:		Tasks completed: 0 of 2 (0%)

Eight Elements of High School Improvement

Rigorous Curriculum and Instruction

Indicator **EE1.01 - Rigorous content and instruction are aligned to local, state, and national standards.(2501)**

Status Tasks completed: 4 of 5 (80%)

Assessment	Level of Development:	Initial: No development or Implementation 03/16/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	qqq	
Plan	Assigned to:	Amy Jacobs	
	How it will look when fully met:	The instructional program at Lakeland High School will provide challenging academic rigor that will encourage students to analyze and synthesize information, creating stronger critical thinking skills. The faculty and staff will utilize all levels of Bloom's taxonomy when creating and implementing structured lesson plans in the classroom while using differentiated instruction to meet the needs of all students.	
	Target Date:	03/23/2015	
	Tasks:		
		1. All teachers will participate in at least one peer observation per nine weeks. Teachers will look for best instructional practices, upper levels of Bloom's taxonomy, and differentiated instruction. Teachers will utilize information gained to further enhance rigorous instruction and student engagement in their classes. EA4.8	
		Assigned to:	Douglas Wagoner
		Added date:	04/30/2012
		Target Completion Date:	02/28/2014
		Frequency:	four times a year
		Comments:	(01/03/2013) Team discussed that these observations will begin at the department level. After implementation, teachers will be able to observe any teacher in any department in order to promote collaboration and cross-curricular activities. This process will be presented in February 2013 to all Department Chairpersons. (2/20/13) Memo and copies of the Peer Observation Form were provided to Department Chairs for presentation to department teachers on 2/20/13. A copy of the memo has been placed in the Filing Cabinet. 6/18/13 - During the coming year, teachers will submit peer observation forms to their respective administrators on the last day of the quarter. During the last quarter, the form will be a part of the check out procedure. 10/21/13 This task is now embedded in TA02 Task 7.
		Task Completed:	10/21/2013

	2. Using data from the faculty survey, the school improvement team will implement meaningful, relevant monthly professional development sessions that are teacher-created and based on expertise, experience, or interest in order to meet all levels of Bloom's taxonomy in classroom instruction.
	Assigned to: Amy Jacobs
	Added date: 04/30/2012
	Target Completion Date: 11/06/2013
	Frequency: monthly
	Comments: Original task completion date of 4/30/13 was not met in terms of establishing the Professional Development to Take Place. The new completion date for having a schedule of staff development will be by the second meeting of the 2013-14. At this meeting, those assigned at the first meeting will present the topic and general mode of delivery for the year's PD activities. 8/29/13 PD will be provided during November, December, January, February, March, and April. 10/7/2013 Ms. Jacobs will organize a series of teacher-led professional developments segments of approximately 1/2 hour to be shared during faculty meetings. 10/21/13 This task is now embedded in TA02 Task 7.
	Task Completed: 10/21/2013
	3. Survey teachers to determine individual and departmental professional development needs to increase rigor in all content areas.
	Assigned to: Melissa Glover
	Added date: 04/30/2012
	Target Completion Date: 02/28/2013
	Frequency: once a year
	Comments: (01/03/2013) The leadership team reviewed the task and determined, based upon data, that further feedback from the faculty is necessary in order to provide appropriate and meaningful professional development for all teachers. Leadership team will meet with the media specialist to provide criteria for the survey. Development of survey will begin in February 2013; survey will be administered to the faculty in March of 2013. 9/16/13 This will be an annual survey of teachers conducted in March
	Task Completed: 03/21/2013
	4. EA7.1 Develop or revise the school improvement plan to address the findings of the Academic Review Team, seek approval of the plan from the local school board and submit the plan to the Department of Education staff.
	Assigned to: Amy Jacobs
	Added date: 05/06/2013
	Target Completion Date: 06/27/2013
	Frequency: monthly

		<p>Comments:</p>	<p>7/18/12 - School Improvement Plan Transitional Meeting and Essential Actions Updates 10/12/12 - Inventory/Monitoring of Materials Form 10/17/12 - SIP to SAO 10/23/12 - SIP meeting with Dr. Whitley and SAO with Essential Actions update 12/11/13 - Academic Review on site visits and Essential Action updates 2/22/13 - Essential Action updates and 45 day plan 2/19/13 - Mid Year Progress Report Meeting 4/11/13 - Quartely Update Meeting with with Dr. Tucker 5/6/13 - Academic Review and Essential Action Update</p> <p>Leadership Team meetings held on the following dates.</p> <p>04/16/2013 ODU Input</p> <p>03/14/2013 Review of Completions</p> <p>2/01/2013 Setting and Assigning Tasks</p> <p>01/03/2013 SIP Team Meeting</p> <p>12/10/2012 Developing Task for TA indicator</p> <p>11/14/2012 Indicator and Task Selection</p> <p>10/18/2012 AMOs and indicators</p> <p>09/17/2012 September SIP Team Meeting</p> <p>03/16/2012 School Improvement Meeting</p>
		<p>Task Completed:</p>	<p>10/21/2013</p>
	<p>5. Teachers will receive instruction in determining alignment of plans and assessments to both SOLs and cognitive level as identified in the Essential Knowledge and Skills.</p>		
		<p>Assigned to:</p>	<p>Douglas Wagoner</p>
		<p>Added date:</p>	<p>01/06/2014</p>
		<p>Target Completion Date:</p>	<p>03/12/2014</p>

		Comments:	1/6/14 The January 8, 2014 faculty meeting is being led by the four division supervisors. Teachers and administration will receive instruction in how to utilize available tools to be certain that assessments are aligned with the standards and prescribed cognitive level. 2/14/14 State liaison request is for faculty training in lesson plan alignment and administrative training in providing feedback. (See request document in PD folder of filing cabinet.)
Implement	Percent Task Complete:		Tasks completed: 4 of 5 (80%)

Eight Elements of High School Improvement

Assessment and Accountability

Indicator **EE2.02 - Instructional staff members regularly analyze assessment data for instructional planning.(2505)**

Status Tasks completed: 3 of 3 (100%)

Assessment	Level of Development:	Initial: Limited Development 03/20/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	All Core Area teachers are required to analyze data on a quarterly and mid-quarter basis. Data notebooks are required of all Core Area teachers.	
Plan	Assigned to:	Latoya Johnson	
	How it will look when fully met:	Teachers will utilize data from SOLO, MAP, and ARM to analyze student performance on 9-wk district assessments. Information gathered from this process will inform instructional planning and delivery. Interventions for students demonstrating deficiencies on these assessments will be planned and will be applied by the data team in creating tutoring groups as identified in TA01.	
	Target Date:	11/06/2013	
	Tasks:		
		1. The principal and administrative team will explore the possibility of adding academic scheduling options to address the needs of SOL verification in the areas of mathematics and science in March 2013.	
	Assigned to:	Douglas Wagoner	
	Added date:	02/01/2013	
	Target Completion Date:	03/31/2023	

		Frequency:	daily
		Comments:	<p>6/18/13 It has been determined that described and requested academic scheduling options, in particular those requiring additional teaching sections, will not be authorized. More emphasis on effective use of study halls, peer tutoring, etc. will be put forward by student advisory council.</p> <p>9/16/13 Students in study halls or having early release who have not successfully passed any SOLs will be identified and provided Odyssey assignments to remediate them in terms of SOL needs.</p> <p>10/7/13 Guidance will review the schedules and verified credits of students in study halls and of those with work release. Students in need of verified credits will be provided with Odyssey learning pathways during a study hall. Other remedial plans put in place will be documented for these students as well.</p> <p>10/21/13 This task is now embedded in TA01 Task 2.</p>
		Task Completed:	10/21/2013
	2. Math and English Teachers, with assistance from the data team, will utilize MAP assessment data for math and English to determine appropriate interventions for failing students. Nine-week data will also be used for math. Formative assessment data will be generated constantly throughout the year for math and utilized to guide planning for DI.		
		Assigned to:	Data Team
		Added date:	02/01/2013
		Target Completion Date:	06/15/2014

		<p>Comments:</p> <p>Data notebooks and test results will continue to be analyzed by math teachers to determine students' strengths and weaknesses. The data team will analyze academic performance of VEWS students during the midpoint and nine weeks. Data team also analyzes student attendance and other relevant data that may impact student performance. Lakeland High School will continue to use the assistance and services of the Math Lead Teacher.</p> <p>Semester Review of data revealed: 6/18/13 - Quarterly data has proven to be a non-predictor of success in some cases. With overall math success rates below acceptable levels again this past year, the following data analysis will be emphasized:</p> <ol style="list-style-type: none"> 1. Formative data will be produced, collected, and utilized by the classroom teacher to monitor progress and establish groupings for team teaching efforts. 2. Team teaching will occur via flooding and/or student swapping and/or inclusion assistance. 3. Quarterly data will be analyzed for categorical weaknesses and utilized to identify students who need immediate remediation. <p>10/7/13 Math and English Teachers will complete primary collection of data by 10/11/13 including the tiering of students by results. Teachers will provide ongoing evidence that data is utilized via documentation in their planning (both MAP and formative assessments are to be used).</p> <p>10/21/13 This task has been moved to TA02 Task 5.</p> <p>11/20/13 The math department was introduced to a website/application that provided immediate formative feedback electronically on teacher-made questions. This is just one of the capabilities of the app.</p>
		<p>Task Completed: 10/21/2013</p>
		<p>3. Teacher lesson plans will reflect how data has been utilized in the planning and delivery of math lessons. MAP results and in-class formative assessment are expected to be utilized in the math department.</p>
		<p>Assigned to: Dept. Chairs reporting to assigned admin.</p>
		<p>Added date: 02/01/2013</p>
		<p>Target Completion Date: 04/26/2013</p>
		<p>Frequency: four times a year</p>
		<p>Comments:</p> <p>Common planning can be utilized to develop these plans where available. Administration will ultimately be responsible for receiving and maintaining documentation of data analysis.</p> <p>An email reminder of this need was sent to math, English, science, social studies, and foreign language department chairs in preparation for department meetings on 2/20/13.</p> <p>Task revised to current wording on 9/16/13. Common planning available for all math teachers via schedule.</p> <p>10/21/13 Task moved to TA01 Task 5.</p>

		Task Completed:	10/21/2013
Implement	Percent Task Complete:		Tasks completed: 3 of 3 (100%)

Eight Elements of High School Improvement

Teacher Quality and Professional Development

Indicator	EE3.02 - Instructional staff members work collaboratively to meet student needs across all content areas and in all categorical programs.(2508)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 03/20/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Colaboration and instructional decisions are ongoing to meet the needs of all students. Division-wide and departmental meetings are held on a monthly basis to provide every opportunity to help students.	
Plan	Assigned to:	Not yet assigned	

Indicator	EE3.03 - Professional development is job-embedded, ongoing throughout each school year, and aligned with school and division improvement initiatives.(2509)		
Status	Objective Met 4/24/2013		
Assessment	Level of Development:	Initial: Limited Development 01/03/2013	
		Objective Met - 04/24/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	SPS already provides limited in-service training for all faculty in August. Based upon teacher surveys and teacher needs, Lakeland High School will provide quarterly training sessions designed to meet the needs of its faculty and staff.	
Plan	Assigned to:	Amy Jacobs	
	How it will look when fully met:	Opportunities for ongoing staff development based upon current needs of staff will be designed and provided throughout the 2013 - 2014 academic year at Lakeland High School.	
	Target Date:	06/30/2014	
	Tasks:		
	1. Develop a professional development series of workshops that are designed to meet the instructional needs of teachers during the 2013-2014 school year. EA8.5		
	Assigned to:	Amy Jacobs	
	Added date:	01/08/2013	
	Target Completion Date:	06/15/2014	
	Comments:	<p>2/1/13 This professional development series will be based on the surveyed needs of the teaching staff. The School Improvement team will develop a survey that is designed to ascertain the specific instructional needs of the teaching staff. The results of this survey will enable the team to provide quarterly staff development throughout the school year.</p> <p>Questions: 2/1/2013 What type of PD activities do you want to see offered at LHS to help increase faculty effectiveness? (Consider instructional, class management, and safety) List specific content (i.e. differentiation, cooperative learning, project based instruction, reading assessment). When should PD activities be incorporated? After school; Saturday, pullout during the workday, or division workdays. Do you feel that a specific activity should address your interaction with special education students and their IEP/504 requirements?</p> <p>3/13/13 Questions were slightly modified and put out to faculty. Responses were recorded and have been added to the Indistar Filing Cabinet. The SIP team will meet on 3/14 to discuss application of the feedback received.</p>	

			<p>3/14/13: Discussion was held in reference to the content and specifics of the professional development series for Lakeland High School. The team felt that based on survey results, that the need for something in Special Education should be our area of focus for the first workshop. Mrs. Ingram, the Assistant Principal for Special Education will be invited to the next meeting for further discussion. It was decided that Classroom management will be the first workshop of the series, this workshop will be planned for August 2013. The line-up for the professional development series is as follows; DI(Differentiated Instruction) in September 2013 Math and Science DI in October 2013 English and Social Studies DI in November 2013 Review of all Sessions presented during the first semester in December 2013</p> <p>This line-up will be generated utilizing data from the survey and is in line with the goals of EE1.01 which is redundant to this entire indicator.</p> <p>9/16/13 The lineup noted above does not match the results of the survey. The intended lineup will now be monthly through March and follow the schedule below. Ms. Jacobs will arrange for presentations. PD events will occur on faculty meeting dates.</p> <p>October: Special education inclusion. November: Differentiated Instruction. December: Classroom management. January: Reciprocal Teaching February: Cooperative Learning March: Project Based Instruction</p>
		Task Completed:	03/20/2013
Implement	Percent Task Complete:		
	Objective Met:		4/24/2013
	Experience:		4/24/2013 The improvement team feels that we have a plan of action for professional development that is designed to meet the needs of the instructional faculty. The content for the professional development series was determined by the faculty through a survey that was designed to solicit their input.
	Sustain:		4/24/2013 The Improvement Team will need to constantly monitor and survey the faculty to determine any needed changes as it relates to professional development. We are aware that the current professional development series is due to the current instructional needs. Additional instructional data and changes in school culture may dictate necessary adjustments.

Evidence:	4/24/2013 The schedule of event concerning the professional development series is listed in the comment section of this indicator. Our target date allows for opportunities to make necessary adjustment to this task.
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Eight Elements of High School Improvement

Student and Family Supports

Indicator **EE4.03 - A positive school climate which includes school safety and respect is fostered. (2512)**

Status Tasks completed: 2 of 4 (50%)

Assessment	Level of Development:	Initial: Limited Development 03/23/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our goal is to implement various strategies that will foster and sustain a positive and effective school climate.	
Plan	Assigned to:	Alan Stein	
	How it will look when fully met:	Lakeland High School will be viewed as an educational environment that recognizes and supports the efforts of it's faculty and student body by cultivating a culture that recognizes the contributions of outstanding citizenship and respect. Faculty and students will be empowered to implement programs and projects designed to bring about a culture of excellence.	
	Target Date:	01/15/2014	
	Tasks:		
		1. A student survey will be developed to measure the level of school climate.	
		Assigned to:	Melissa Glover
		Added date:	04/20/2012
		Target Completion Date:	04/29/2014
		Frequency:	twice a year

		Comments:	<p>Questions are as follows: 1. Is the alma mater important? 2. Should we have school uniforms? 3. Do you want a 4X4 schedule? 4. Is there a need for more school spirit at Lakeland? 5. Would you like to be a student mentor?</p> <p>6/17/2013 Student survey was completed in June 2013. Data is posted in the filing cabinet.</p> <p>Beginning with the 2013-14 school year, student survey of climate will be conducted at during Q1 and near the end of the year.</p> <p>The following questions were recommended for the survey: 4/19/13 Consistent enforcement of rules and regulations. School safety. Do your teachers care about you? Does LHS have after-school activities that interest you? Do you feel connected to the school? What activities would you like to see at Lakeland that are recognized and typical. Recommended that we utilize classes to generate more student participation.</p> <p>10/7/13 Conduct first survey of the 2013-14 school year during the week of October 28. Conduct the 2nd survey during the last week of April.</p>
		Task Completed:	04/27/2012
		2. We will design and conduct a teacher survey to measure school climate.	
		Assigned to:	Melissa Glover
		Added date:	04/20/2012
		Target Completion Date:	05/01/2012
		Frequency:	twice a year

		Comments:	<p>Teacher survey was completed on 6/17/2013 and results are saved in the filing cabinet.</p> <p>The mid year survey will serve as a barometer to determine whether immediate changes can be put in place to generate improvement prior to the end of the school year.</p> <p>This survey should include the following questions: 1. Do you feel appreciated by other staff members? Do you feel appreciated by LHS administration? Are students with discipline concerns appropriately addressed by administration? Do you feel that you know the rest of the faculty at LHS? Do you feel safe at work? Do you do your share to enforce school regulations? Do you set a good example for your students by observing regulations yourself?</p> <p>(As to the above questions, the committee agreed that a form that Mr. Wagoner obtained from SCOPE 8 would provide a good picture of the climate and was more inclusive than our limited questions. As this had only to be duplicated, the form was used.)</p> <p>10/7/13 Conduct first survey of the 2013-14 school year during the week of October 28. Conduct the 2nd survey during the last week of April.</p>
		Task Completed:	05/01/2012
		4. We will create a program of recognition for outstanding displays of citizenship by students and faculty.	
		Assigned to:	India Meissel, Stephanie Leary
		Added date:	04/20/2012
		Target Completion Date:	09/20/2013

		<p>Comments:</p>	<p>This is an on-going task that will continue throughout the year. We will begin this process in September 2013. Criteria for the program will be determined by the school improvement team by March 2013. This concept will be discussed during the April 2013 meeting in an effort to provide more specific criteria.</p> <p>6/17/2013 The criteria for recognition was not discussed. This being the case, the following will be recommended to the leadership team at our first meeting of the 2013-14 school year:</p> <ol style="list-style-type: none"> 1. Recognition of teacher performance above and beyond expectations (Wag Award) at monthly faculty meetings. Also recognition and award for perfect quarterly and full year attendance. 2. Bulletin board highlighting teacher accomplishments to be updated weekly by (Media Center Personnel??) 3. Website posting of teacher and student accomplishments. 4. Bulletin board highlighting student accomplishments to continue. 5. Media announcements (school media) of student accomplishments, to include streaming (and recorded) video news magazine for school 6. Quarterly event to recognize honor roll students. 7. More?
		<p>7. The principal will establish a student advisory council to meet monthly for development of student-lead initiatives to boost school spirit, student effort, and commitment to making the school the best it can be.</p>	
		Assigned to:	Douglas Wagoner
		Added date:	06/17/2013
		Target Completion Date:	09/03/2013
		Frequency:	monthly

		<p>Comments:</p>	<p>As of 6/17/2013, 20 students have agreed to serve on this council. Students have come forward with numerous ideas and unbridled enthusiasm for the opportunity to positively impact the direction of the school. Students have suggested ways to increase efforts, boost school spirit, increase success on standardized testing, and enhance the level of student/teacher and teacher/student respect. Activities have included formation of informal organizations, motivational assemblies, teacher/student meetings, class meetings, and more.</p> <p>9/16/13 Many tasks will be handled through the SCA instead of SAC. The SAC will still be the advisory arm of the SCA. A pep-rally is scheduled for 9/20 before the home opener. Student and faculty tailgating is planned. Financing for motivational speaker (Chris Bowers) is in the works.</p> <p>10/7/13 the SAC will meet with Mr. Wagoner on: 2nd Thursday of October (block 1 or 2), 2nd Tuesday of November (block 3 or 4), 2nd Tuesday in December (block 7), 2nd Tuesday in January for Lunch. Also the First Tuesdays of Feb (block 1 or 2), March (block 3 or 4), April (7) and for lunch again in May. Discussions will evolve around perception of climate, student leadership, activities, school spirit, safety.</p>
Implement	Percent Task Complete:	Tasks completed: 2 of 4 (50%)	

Eight Elements of High School Improvement

Stakeholder Engagement

Indicator **EE5.01 - Multiple stakeholders are engaged in high school improvement strategies and initiatives.(2513)**

Status **Objective Met** 6/13/2013

Assessment	Level of Development:	Initial: No development or Implementation 03/20/2012
		Objective Met - 06/13/2013
		Will include in plan

	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	We have a list of business partners, however, we are not using soliciting their input in making instructional or school improvement decisions. Efforts will be made to change our current practices.
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Plan	Assigned to:	Douglas Wagoner
	How it will look when fully met:	Members of the community will be actively involved in the SIP team, parent advisory council, mentoring, PTSA, and booster clubs among others. Community members will be included in decision making discussions. Measures of volunteer hours and memberships in the various community support organizations will provide data on the expansion of community involvement in the school.
	Target Date:	11/30/2013

Tasks:

1. The school improvement team will examine a list of potential candidates and invite them participate with our school team in monitoring and implementing our plan during the 2013-2014 academic year. EA1.9

	Assigned to:	Douglas Wagoner
	Added date:	07/25/2012
	Target Completion Date:	10/15/2012

		Comments:	<p>In the April 2013 meeting, the team will discuss a list of candidates to consider for this task. Once the candidates have been agreed upon, the team will draft a letter to invite the candidate to its June 2013 meeting.</p> <p>9/16/13 Old Dominion University (Dr. Myran) has been notified but has not replied. The team today decided to invite _____ and the letter will be drafted by _____.</p> <p>10/7/13 Recommendation made to invite Dr. Bryant, Ms. Reid (parent), a representative from SunTrust, and a student (name withheld).</p>
		Task Completed:	05/31/2013
Implement	Percent Task Complete:		
	Objective Met:		6/13/2013
	Experience:		6/13/2013 The experience in pursuing this objective was enlightening for the team. We had the opportunity to engage in conversation that determined the role and expectations of our stakeholders as it relates to our mission of comprehensive school improvement.
	Sustain:		6/13/2013 The team will need to continue to evaluation the goals and objective of stakeholder involvement. This is an ongoing process that will be based on the immediate needs of the educational environment.
	Evidence:		6/13/2013 A copy of the stakeholder letter can be provided as evidence and minutes of meeting in which stakeholders participated could also serve as evidence.

Eight Elements of High School Improvement

Resources and Sustainability

Indicator	EE8.03 - Teachers and principals continuously develop their knowledge and skills to incorporate high school improvement strategies and initiatives within their instructional leadership practices.(2524)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 03/20/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers and Administrators will increase the level of communication to accomplish all school improvement efforts within the school. An organizational structure will be designed that would incorporate meeting schedules and monitoring instruments and measures to show growth in this area.	

Plan	Assigned to:	Not yet assigned	
REQUIRED for Targeted Interventions			
Targeted Intervention Indicators			
Indicator	TA01 - REQUIRED - The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions. (2931)		
Status	Tasks completed: 1 of 6 (17%)		
Assessment	Level of Development:	Initial: Limited Development 12/05/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Lakeland High School currently uses a variety of resources to identify academically at risk students through VEWS, datacation, and other avenues.	
Plan	Assigned to:	Douglas Wagoner	
	How it will look when fully met:	Lakeland High School will use multiple measures of data to quickly identify and develop programs for students that may experience academic difficulties.	
	Target Date:	09/15/2014	
	Tasks:		
	1. Lakeland High School data team will continue to use multiple sources including VEWS, datacation, nine weeks assessments, MAP assessments, interim and nine week reports, and previous SOL scores to identify academically at risk students.		
	Assigned to:	Marcus Daniels	
	Added date:	12/10/2012	
	Target Completion Date:	08/30/2013	

		<p>Comments:</p>	<p>Must develop a timeline for extracting academic data. Plans must be developed to follow identified students when promoted from one grade level to another. Team will consider criteria needed to identify academically at-risk students.</p> <p>(12/15/2012) VEWS data for identified at-risk freshman was provided to all department chair persons and shared at department meetings. Teacher will now work with these students in order to recover lost academic time.</p> <p>(4-9-13) VEWS report provided to department chairs.</p> <p>(4-26-13) Z Block Ecology has a 92% pass rate; Z Block English has an 88% pass rate; Term Grads (as of end of first semester) 53% are passing all subjects; VEWS population- of the original 30 students identified, 1/3 made measurable progress in all subjects, 73% made improvement in at least one or more of their originally tagged subjects.</p> <p>4-11-13 Dr. Tucker has recommended that we create a comparison of quarterly class grades to quarterly assessment results. Analyze this information to determine whether there is a disconnect and whether it is indicative of variances in rigor between course work and testing. This report has been presented to Dave Johnson for creation and should be ready during the summer.</p> <p>9/16/13 The above mentioned report is ready and will be utilized in all subject areas. The data team will provide a four column report showing Teacher Name, Student Name, 9wk grade, 9wk-assessment score. Teachers will be required to include a reflection on differences of greater than 10% in their data notebook.</p> <p>10/6/13 Data Team will gather list of at risk students and provide to math teachers by 10/23/13 with copy to Mr. Wagoner. Math teachers will document interventions for these students by block if/when they drop below passing. (Documentation to be included in portfolio).</p> <p>10/6/13 The team will review the data quarterly and establish remediation opportunities as dictated by data. Reports due to Mr. Wagoner Nov. 12, Feb 4, and April 9.</p> <p>10/6/13 Math teachers will record current status every other week and implement immediate remediation recovery plans (also documented in portfolio/data notebook)</p>
		<p>2. The principal and administrative team will explore possibility of adding academic scheduling options to address the needs of SOL verification in the areas of mathematics and science in March 2013.</p>	
		<p>Assigned to:</p>	<p>Douglas Wagoner</p>
		<p>Added date:</p>	<p>01/03/2013</p>
		<p>Target Completion Date:</p>	<p>08/31/2013</p>

		<p>Comments:</p>	<p>The administrative team will analyze the results of the SOL assessment to determine the number of sections needed to address this task. Students will be required to attend these sessions in an effort to remediate and demonstrate mastery in the content area. Several options will be explored; the selected program will be determined by student numbers and teacher availability. This process will begin on or before May 2013.</p> <p>(March 2013)The principal has been in conversation with school administrative staff in an effort to determine the most effective strategy for addressing this issue without adding personnel or additional cost to our budget.</p> <p>6/18/2013 - Other options not related to scheduling should be explored in more depth including current and suggested practices with emphasis on student solutions and involvement. Careful analysis by guidance of students in study halls or with work release is needed. Students should be assigned to remediation exercises in odyssey as opposed to sitting idly or leaving early.</p> <p>6/18/13 It has been determined that described and requested academic scheduling options, in particular those requiring additional teaching sections, will not be authorized. More emphasis on effective use of study halls, peer tutoring, etc. will be put forward by student advisory council.</p> <p>9/16/13 Students in study halls or having early release who have not successfully passed any SOLs will be identified and provided Odyssey assignments to remediate them in terms of SOL needs.</p> <p>10/7/13 Guidance will review the schedules and verified credits of students in study halls and of those with work release. Students in need of verified credits will be provided with Odyssey learning pathways during a study hall. Other remedial plans put in place will be documented for these students as well.</p> <p>10/21/13 - Task updated to include EE2.02 Tasks 1</p>
		<p>Task Completed:</p>	<p>10/07/2013</p>
	<p>3. Guidance counselors from our feeder middle schools will collaborate with Lakeland High School's guidance department to identify and provide personalized scheduling options for rising freshmen in April 2013.</p>		
		<p>Assigned to:</p>	<p>Kimberly Stanley</p>
		<p>Added date:</p>	<p>01/03/2013</p>
		<p>Target Completion Date:</p>	<p>06/15/2013</p>

		Comments:	(01/03/2013) Lakeland High School guidance department will work closely with the Director of Secondary Education to facilitate the transition of the rising freshman to ensure that prerequisites are met prior to scheduling. 3/14/2013: The date of April 8, 2013 was established to begin this task; Guidance personnel will go over to meet with students that are scheduled for Lakeland High School and discuss scheduling options and receive data that would aide in proper placement of student in scheduled classes. Transition options will also be discussed with middle school counselors. (4/9/13) Dr. Stanley visited John F. Kennedy Middle School and determined that they were not ready to discuss scheduling at that point; they could not determine the percentage or persons within their 8th grade population that would be zoned for Lakeland High School. Another date had to be established while our division technology department created this report.
	4. The data team and principal will continue to utilize midpoint, MAP, and nine weeks math assessment data to determine appropriate interventions for failing students.		
		Assigned to:	Data Team
		Added date:	01/03/2013
		Target Completion Date:	06/15/2014
		Comments:	Data notebooks and test results will continue to be analyzed by math teachers to determine students' strengths and weaknesses. Lakeland High School will continue to use the assistance and services of the Math Lead Teacher. The data team meets at the end of each nine weeks to review progress in the targeted sub-groups of: VEWS population, Freshman Academy, Z Block, and On Time Grads. These students receive one-on-one coaching from a member of the data team. Intervention strategies have included: after school tutoring, flooding, RtI, Odyssey, and frequent re-teaching. Those students identified in the VEWS population have been divided into small groups for coaching with the goal of moving from Tier 3 to Tier 2 by the end of the school year. Administrative portfolio review for the math and science departments has included a review of data notebook reflections and the associated interventions as prescribed by the teacher. 9/16/13 This task will be continued in TA02 from this point forward.
	5. Teacher lesson plans will reflect how data has been utilized in the planning and delivery of math lessons. MAP results and in-class formative assessment are expected to be utilized in the math department.		
		Assigned to:	Dept. Chairs
		Added date:	10/21/2013
		Target Completion Date:	04/25/2014
		Comments:	10/21/13 Task moved from EE2.02 Task 3.
	6. Teachers will utilize MAP RIT bands in conjunction with teacher produced formative assessment data to guide differentiated instruction .		
		Assigned to:	Michael Blount

		Added date:	02/19/2014
		Target Completion Date:	09/26/2014
		Frequency:	daily
		Comments:	<p>1. Administration will attempt to schedule students such that no more than 3 RIT bands (for average) are present in any given class.</p> <p>2. Teachers will differentiate instruction by RIT band for each subcategory, also calling into use current formative assessment data from daily formative assessment activities. Des Cartes will be relied upon for analysis of specific learning goals.</p> <p>3. Teachers will utilize the NWEA-MAP connection to Odyssey to have Odyssey create the appropriate learning pathway based on MAP data.</p> <p>4. On line resources will be identified through the form provided by Mr. Tadlock at the MAP training to assist teachers in providing meaningful assignments to each RIT band based on DesCartes recommendations.</p>
Implement	Percent Task Complete:	Tasks completed:	1 of 6 (17%)

Indicator	TA02 - REQUIRED - The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students). (2932)
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Status	Tasks completed: 2 of 6 (33%)
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Assessment	Level of Development:	Initial: No development or Implementation 12/05/2012
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	Lakeland High School has approached this indicator in an effort to sustain a level of consistency throughout all CORE area subjects. More assistance is needed to develop a comprehensive differentiated process.
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Plan	Assigned to:	Douglas Wagoner
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	How it will look when fully met:	Teachers will utilize a tiered system of research based interventions as appropriate to the high school and individual classroom setting. Progress monitoring data will be available for review.
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	Target Date:	09/15/2014
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	Tasks:	
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	1. Mathematics instructors will review the VDOE Vertical Articulation documents and compare with MAP test results. Data will provide needed information in place of previously prescribed ongoing preassessments.
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	Assigned to:	Michael Blount
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	Added date:	01/03/2013
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	Target Completion Date:	09/06/2013
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		Comments:	<p>This is ongoing and will continue throughout the school year beginning February 2013. Teachers will begin the professional development process with a workshop on February 5 and February 11, 2013.</p> <p>2/12/13 Workshops were completed and teachers should now (as of 2/12/13) be utilizing vertical articulation documents. Under the guidance of SAO personnel, teachers are examining areas in which available time, as identified through pre-assessment built from the vertical articulation documents, can be utilized to restructure pacing.</p> <p>9/16/13 Map testing report is available that demonstrates students level of proficiency in all prerequisite courses. This information should be used by math teaches to assess a starting point of instruction as well as tiers in which to place students for instruction.</p> <p>10/7/13 Mr. Reed will check math department lesson plans on biweekly basis to assure that teachers are including MAP and formative results to provide appropriate DI.</p>
		Task Completed:	02/20/2013
	2. Administrators will review allocations for substitutes to provide release time for mathematics instructors to have common planning/professional development opportunities by content areas during the 2013-2014 academic year.		
		Assigned to:	Douglas Wagoner
		Added date:	01/03/2013
		Target Completion Date:	08/30/2013
		Comments:	<p>Teachers will begin the professional development process with a workshop that will be presented by our mathematics resource teachers on February 5 and February 11, 2013.</p> <p>Ms. Chavis was notified of the need for three full-day substitutes for February 5, 2013, and 2 half-day substitutes for February 11, 2013. She has indicated that title 2 funds may be available for this assistance.</p> <p>9/16/13 Mathematics common planning is built into the schedule. Additional professional development is being provided by the math instructional support team and subs are provided by SAO if needed.</p> <p>10/7/13 Math teachers should involve SAO specialists at least monthly in common planning sessions. Evidence should be recorded in meeting minutes that are submitted to the principal.</p>
		Task Completed:	02/04/2013
	3. Administration will revisit the master schedule to identify remediation opportunities for those students that need to verify instructional units during the scheduling process beginning in June 2013. EA4.10		
		Assigned to:	Latoya Johnson
		Added date:	01/03/2013
		Target Completion Date:	09/30/2013

		Frequency:	four times a year
		Comments:	<p>(Intervention) Beginning on January 22, 2013, students that need to verify math credits will have the opportunity to receive intensive in-school tutoring during one of their elective blocks.</p> <p>As of February 1, 2013 this intensive tutoring schedules have been created. Students have been notified of time and location of tutoring and received information as to the objective of this tutoring. Students who have demonstrated resistance to going to tutoring have been further counseled by Ms. Latoya Johnson and/or school administration.</p> <p>(March 2013) administrative contact made to the parents/guardians of all students in need of SOL retesting by phone conversation/message except as prohibited by lack of contact information. Contact information was pursued for those students.</p> <p>March 13, 2013 Students that did not verify mathematics credits were given an opportunity to participate in pullout programs for tutorial purposes.</p> <p>9/16/13 Study hall lists and early release lists will be checked for students in need of SOL remediation after expedited retests.</p> <p>10/7/13 Students on these lists (12) were met with on 10/7/13. Each student will be assigned an Odyssey learning pathway (computer created) in addition to any other remediation that is occurring.</p>
	4. EA7.2 Math teachers will continue to refine and utilize academic flooding and team teaching opportunities in the area of mathematics.		
		Assigned to:	Douglas Wagoner
		Added date:	01/03/2013
		Target Completion Date:	08/30/2014

		<p>Comments:</p>	<p>(2012 - 2013) Continued observation will be used as evidence.</p> <p>(01/03/2013) Consider other methods of regrouping such as teacher-teacher exchange. This is homogeneous grouping of students based up current performance between teachers of the same content during the same instructional block.</p> <p>(April 2013) Summative Evaluations of Math Dept. Members will reflect their utilization of opportunities for DI based on formative assessment results that were afforded by the flooding program. Team teaching options were provided for some classes with low enrollment in the area of Algebra I. Math Coaches were provided for Algebra I, Geometry, and Algebra II during the month of April.</p> <p>(April 29, 2013) Flooding has been present but continues to be underutilized in its primary purpose of providing opportunities for in-class Tier 2 interventions. Team teaching has not been observed. A better system of required implementation should be developed before the start of the next year. Teachers will be instructed to utilize Post-SOL classes this year to practice structures lessons in which tiers are assigned based on formative assessments. Records of specific classes in which tiers were utilized will be required of all teachers who have the opportunity to utilize a flooding teacher.</p> <p>9/16/13 Math teachers will have new lesson plan template by 9/30/13 which required identification of grouping criteria and the varied strategies utilized to teach each group.</p> <p>10/7/13 Add to 9/16/13 that monitoring will be biweekly by the Dept. Chair.</p>
		<p>5. Use data to identify and provide Differentated materials, resources, and services to support learning, including remediation/intervention strategies for students that are unsuccessful, by using data from the faculty survey to implement relevant monthly professional development sessions. These professional development sessions will be teacher created, based on expertise, experience, or interest in order to meet all levels of Bloom's Taxonomy.</p> <p>EA4.10 Progress of these students will be monitored quarterly throughout the school year. This process began in August 2012; it will continue throughout the 2012-2013 school year and beyond.</p>	
		Assigned to:	Michael Blount
		Added date:	05/06/2013
		Target Completion Date:	10/25/2013
		Frequency:	monthly

		Comments:	<p>5/8/13 - Ongoing efforts to identify students for in-class Tier 2 interventions via our flooding program have been evaluated. Though utilization has been documented, use by teachers has been inconsistent in both frequency and effectiveness. More concrete instructions outlining expectations of frequency and process will be provided to teachers.</p> <p>5/9/13 - Flooding is identified as a proven intervention in that it is allowing the development of flexible grouping with instruction keyed to the needs of the group.</p> <p>6/18/13 - To date, data has been used to identify areas of weakness and students demonstrating a need for intervention/remediation. Most often, identification has been made at the point of remediation. In only a few cases has focused intervention or remediation been practiced. Rather, identified students have been collected into nonspecific groups and provided broad spectrum reteaching on multiple areas noted to have caused the most problems. Efforts have mostly resulted in reteaching using the very same materials and techniques that resulted in the original failure. This is not necessarily the fault of the teacher as there are no CBM model interventions available to SPS schools as recommended for RtI. However, early identification and use of a variety of teaching strategies as interventions should be the point of focus as should focus on a specific area of deficiency. In addition to quarterly data, teachers must identify current needs and deficiencies immediately by way of formative assessments with immediate intervention as made possible via team teaching, flooding, and inclusion assistance.</p> <p>10/7/13</p> <p>10/21/13 - Task updated to include EE1.01 Tasks 1 and 2</p>
		6. Math and English Teachers, with assistance from the data team, will utilize MAP assessment data for math and English to determine appropriate interventions for failing students. Nine-week data will also be used for math. Formative assessment data will be generated constantly throughout the year for math and utilized to guide planning for DI.	
		Assigned to:	Data Team
		Added date:	10/21/2013
		Target Completion Date:	06/15/2014
		Comments:	<p>10/21/13 - Task moved from EE2.02 Task 2.</p> <p>11/20/13 The math department was introduced to a website/application that provided immediate formative feedback electronically on teacher-made questions. This is just one of the capabilities of the app.</p>
Implement	Percent Task Complete:	Tasks completed: 2 of 6 (33%)	

Indicator	TA03 - REQUIRED - The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies "triggers" and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness. (2933)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 12/05/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Data teams and school improvements teams have been developed to monitor identified students and the success of intervention programs	
Plan	Assigned to:	Betty Twitty	
	How it will look when fully met:	The existing Data Team will utilize multiple sources including Datacation, SOLO, ARM, and EIMS to inform teachers of students in need of first time and continuing academic intervention.	
	Target Date:	10/15/2014	
	Tasks:		
	1. Quarterly, the School Improvement Team, the Data Team, and the Administrative Team will analyze grades, attendance, and Datacation information to ascertain student success of identified students beginning February 2013.		
	Assigned to:	Marcus Daniels, Michael Blount	
	Added date:	12/10/2012	
	Target Completion Date:	09/30/2014	
	Frequency:	four times a year	
	Comments:	(01/03/2013) The Data Team will meet monthly, and during the monthly School Improvement Team meetings, a portion of the agenda will include time for the Data Team to report on its findings. (4/10/2013) VEWS report was completed for comparison of first two quarters. Intervention notes have been provided for each student listed on the VEWS report. An analysis of Z-block success rates for first semester was also provided. Term graduate information and needs assessment has also been provided. These supporting reports would need to be collected electronically and placed in the Indistar Filing Cabinet.	
	2. The graduation coach serves as a liaison between term graduates and seniors with D or F averages and their teachers and monitors the students' performance to ensure academic success during the 2013-2014 academic year. Collaboration between the guidance department and testing coordinator also occurs.		
	Assigned to:	Betty Twitty	
	Added date:	01/03/2013	
	Target Completion Date:	06/15/2013	

		Comments:	(2012 - 2013) Students grades and attendance are monitored every two weeks. New software program GED Academy was purchased to assist students whom are at-risk of dropping out of school. First semester update must be provided.
	6. Turlington Woods students will be monitored by our guidance department and administrative team quarterly.		
		Assigned to:	Tina Paul, Sheila Williams
		Added date:	05/06/2013
		Target Completion Date:	05/23/2014
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 3 (0%)