

**SCHOOL IMPROVEMENT PLAN**

**District:** Polk

**Principal Name:** Robert J. Hartley

**SAC Chair:**

**Superintendent:** Dr. Gail McKinzie

**Date of School Board Approval:** 11/18/08

**School at a Glance - 2008**

**AYP:** Yes \_\_\_\_\_ No  X  Percentage  85%

**School Grade:**  A

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

Lakeland Highlands Middle School – 2008-2009

AYP  
THREE-YEAR TREND

READING at Proficiency Level (AL 3.0 and above)

Subgroup	2006	2007	Change 06 to 07	2008	Change 07 to 08
Total	66	69	3	67	-2
White	73	75	2	74	-1
Black	33	37	4	36	-1
Hispanic	56	63	7	62	-1
Asian	88				
Am. Indian					
Econ. Disadv.	42	45	3	46	1
ELL					
SWD	21	32	11	23	-9

MATH at Proficiency Level (AL 3.0 and above)

Subgroup	2006	2007	Change 06 to 07	2008	Change 07 to 08
Total	64	65	1	65	0
White	71	73	2	72	-1
Black	29	28	-1	33	5
Hispanic	53	50	-3	58	8
Asian	93				
Am. Indian					
Econ. Disadv.	39	37	-2	43	6
ELL					
SWD	18	21	3	22	1

WRITING (Essay score of 3.0 and higher)

Subgroup	2006	2007	Change 06 to 07	2008	Change 07 to 08
Total	95	95	0	95+	
White	97	95	-2		
Black	83	98	15	93	-5
Hispanic	94	91	-3		
Asian					
Am. Indian					
Econ. Disadv.	89	94	5	94	0
ELL					
SWD	73	74	1	83	9

Note: In order to maintain the anonymity and privacy of students, proficiency data is not displayed for values <=5% and >=95%.

Lakeland Highlands Middle School – 2008-2009

**SCHOOL GRADES  
THREE-YEAR TREND**

**READING**

	2006	2007	Change 06 to 07	2008	Change 07 to 08
% Meeting High Standards (AL3 and above)	73	75	2	74	-1
% Making Learning Gains*	70	63	-7	64	1
Learning Gains of Lowest 25%*	76	57	-19	59	2

**MATH**

	2006	2007	Change 06 to 07	2008	Change 07 to 08
% Meeting High Standards (AL3 and above)	71	72	1	71	-1
% Making Learning Gains*	74	71	-3	74	3
Learning Gains of Lowest 25%*		64		69	5

**WRITING (Essay score of 3.5 and higher)**

	2006	2007	Change 06 to 07	2008	Change 07 to 08
% Meeting High Standards	91	92	1	90	-2

**SCIENCE**

	2006	2007	Change 06 to 07	2008	Change 07 to 08
% Meeting High Standards (AL3 and above)		54		52	-2

**\* Ways to Make Learning Gains:**

**Improve a level** - when students improve their FCAT achievement level from one year to the next.

**Maintain a level** - when students maintain their achievement levels within 3, 4 or 5 from one year to the next.

**One year's growth for AL 1 and 2** - when students demonstrate more than one year's growth within Levels 1 or 2, as measured by an increase in their FCAT developmental scores from one year to the next.

## Lakeland Highlands Middle School – 2008-2009

### Secondary School Redesign Schools Primarily Grades 6 through 12

#### Describe your school's plan for addressing the ten guiding principles of Secondary School Redesign

**1. Different Innovative Approaches to Instruction-**

Addressed in SIP Reading, Math, Writing and Science Strategies

**2. Responsibility of Teaching Reading for Every Teacher**

Located in SIP-Reading-Comprehensive K-12 Researched Based Reading Plan Strategies

**3. Quality Professional Development for Teachers and Leaders**

Addressed in SIP Reading, Math, Writing, and Science Strategies

**4. Small Learning Communities**

Addressed in SIP Reading, Math, Writing, and Science Strategies

**5. Intensive Intervention in Reading and Mathematics**

Addressed in SIP Reading and Mathematics Strategies

**6. Parental Access and Support**

School information is posted on the school's website which is updated monthly. The site contains links to all teachers, school-notes.com, a calendar of events, general information about the school, our link to our Parent Student Teacher Organization, sports activities, and the school administration. Teachers also communicate with parents directly regarding the academics of students and their social well-being. Monthly call logs are completed by the teachers and reviewed by the administration. The school administration take advantage of alerting parents through the use of the district call system (e-connect) as well as the on-line system, Cougars online, and a monthly newsletter sent to parents through the school's guidance department.

**7. Applied and Integrated Courses**

The applied and integrated courses are addressed with the Intensive Reading and Mathematics classes.

**8. Course Choice Based on Student Goals/Interests/Talent**

Students have an opportunity to select classes each spring during the class registration period. A variety of electives are available to all students with the year-long programs of band, chorus, Spanish, physical education and Chinese. Semester programs are available in art, basic computer keyboarding, computer education I and II, and career exploration which encompasses shop/robotics.

**9. Master Schedules Based on Student Needs**

The master schedule development process is guided by the level of classes needed by the students. In addition to offering grade level academic classes, intensive and enrichment classes are created based on the number of students requiring special interventions. Lakeland Highlands Middle also offer an Accelerated level of classes for those students that are labeled as gifted, to give them a more challenging curriculum that is above the advanced level. Most of the decisions are based on the prior year student FCAT data; however, other factors are also considered such as student course selection during registration and Exceptional Student needs for inclusion students based on their Individual Education Plans. Lakeland Highlands also offers innovative scheduling to those students wishing to make-up courses failed in previous years in order to lower the percentage of over-aged students within the school by offering virtual classes through Polk & Florida Virtual School.

**10. Academic and Career Planning**

Following the recommendation of the District and aligned with the A++ Legislation, all 7<sup>th</sup> and 8<sup>th</sup> grade students receive Career Education through their Social Studies classes. Additional state requirements, of Choices completion are coordinated through grade level Guidance Counselors generating an outline of career interest as well as each student must complete the Electronic Personal Education Planner (ePep) and select a high school major area of interest. Students, parents, and teachers all play a role in developing the academic skills necessary to support the dream that the student have for their future.

**SCHOOL IMPROVEMENT PLAN**  
**Reading**

**Needs Assessment:**

In our analysis of the student's prior year Reading data from either Dibels, Scholastic Read Inventory, Oral Reading Fluency scores and the 2008 FCAT, data revealed that 67% of all students scored at a level 3 or above in Reading. However, the achievement gap between subgroups was a significant change than in previous years. As identified on the Florida School Grades report, our African-American, Students with Disabilities and the Economically Disadvantaged students reported totals of 36%, 23% and 46% respectively and need improvement.

**Objective:**

1. By Spring of 2009, 80 % of total students will be at Achievement Level 3 or above in Reading as evidenced by the AYP.
2. By Spring of 2009, 80% of all students per grade level will make Reading learning gains as evidenced by FCAT learning gains (3 ways: increase Achievement Level, maintain Achievement Levels 3, 4 & 5, DSS increase for Achievement Level 1 & 2 )

**Strategies:** List strategies that...

Apply to all students:

- o Reading assessment for the entire student body will be given three times during the year using KAPLAN.
- o Reading assessment for fluency for students in the intensive reading classes will be given three times during the year using the Oral Reading Fluency test.
- o Teachers will assess student scores within the monthly department meetings and use the data to plan for research based curriculum strategies used to increase student academic performance.
- o Students that are scoring at lower levels will utilize the Fast ForWord curriculum along with the SRA Corrective Reading.
- o Students that are scoring at the higher levels of 1 & 2 will utilize the Read 180 curriculum.
- o Teachers of Critical Thinking will integrate Read for Real along with classroom libraries to help increase student performance.
- o All teachers will integrate the writing rubric used for FCAT Writes, graphic organizers, CRISS and Kagan strategies when applicable.

Relate to differentiated instruction:

- o Students requiring Reading Interventions based on FCAT performance will utilize the Compass Odyssey Lab for lesson designed specially to address their needs and building skills and reading capabilities.
- o Students requiring Reading Interventions based on FCAT performance will utilize Kaplan Skill builders designed to specifically address their needs.
- o ESOL students will receive reading instructions from all teachers as well as specific instruction from the ESOL paraprofessional through an ESOL pull-out program.

Provide immediate interventions for students you have identified as struggling:

- o Before and after school tutoring is available for all students through their teachers as well as the utilization of skill builders through the textbook curriculum matched with student learning.

Explain how you will schedule and conduct formalized inter- and intra-school meetings and discussions:

- o Monthly department meetings, monthly department chairperson meetings, and Reading Leadership meetings are scheduled with a focus on adapting curriculum strategies that meet student needs.

**Evaluation:**

2008/09 KAPLAN data, FCAT data, district level assessments, teacher made assessments, student portfolios, and teacher observations, and discipline records obtained from monthly SESIR and attendance reports.

**Lakeland Highlands Middle School – 2008-2009**

**Evidence-Based Program:**

Scholastic Read 180, Fast ForWord, Compass Odyssey, Read XL, and SRA Corrective Reading

**Professional Development Aligned with this Objective:**

Reading teachers will receive 300 hours of in-service for reading endorsement. Read 180 and Fast ForWord teachers will receive one day of professional development through the district with access to trainers throughout the year. All teachers using SRA Corrective Reading will receive a two-day training, as well as all teachers will receive KAPLAN and Learning Focus Strategies professional development throughout the year. All teachers will receive professional development in the overview of co-teaching with a focus on differentiated instruction.

**Budget:**

Evidence-Based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
KAPLAN	PCSB	NA
SRA Corrective Reading	Textbooks	\$15,000

Technology		
Description of Resources	Funding Source	Available Amount
Read 180	PCSB	NA
Fast ForWord	PCSB	NA
Compass Odyssey	PCSB	NA

Professional Development		
Description of Resources	Funding Source	Available Amount
District In-Service	PCSB	NA
School Based Professional Development	PCSB	NA

Other		
Description of Resources	Funding Source	Available Amount

## Lakeland Highlands Middle School – 2008-2009

### Non-Highly Qualified Instructors

**List instructors, paraprofessionals, and/or teachers who are teaching out-of-field who are NOT highly qualified. Describe the support and professional development being planned and provided for these professionals.**

In order to assist the teachers in being certified and highly qualified in their current instruction areas. The district is providing the Reading Endorsement Modules either online or face-to-face in offering support in to all out-of-field teachers lending opportunity to acquire the mandated minimum 120 hours of Reading curriculum per year.

Stephanie Deloach-Girard----working toward Reading Endorsement

Barbara J. Browne-----working toward Reading Endorsement

Sonja Skaggs----working toward Reading Endorsement

**SCHOOL IMPROVEMENT PLAN**  
**Math**

**Needs Assessment:**

In our analysis of the student's prior end-of-year teacher assessments, and the 2008 FCAT data, it was revealed that 65% of all students scored at a level 3 or above in Math. However, the achievement gaps between subgroups were significant from last year. As identified within the Florida School Grades report, Blacks, Economically Disadvantaged and students with disabilities reported totals as follows: 33%, 43% and 22%.

**Objective:**

1. By Spring of 2009, 75 % of all students will be at Achievement Level 3 or above in Math as evidenced by the AYP report.
2. By Spring of 2009, 80% of all students per grade level will make Math learning gains as evidenced by FCAT learning gains (3 ways: increase Achievement Level, maintain Achievement Levels 3, 4 & 5, DSS increase for Achievement Level 1 & 2 )

**Strategies:** List strategies that...

Apply to all students:

- o All students will utilize the Prentice Hall Mathematics test and its supplemental resources as a learning tool. Resources include the PH website and an interactive textbook CD.
- o Teachers will follow the district Math Curriculum Map to ensure effective scope and sequence.
- o Teachers will integrate the use of Smart board technology, graphic organizers as they relate to mathematics, word walls, and Kagan and CRISS strategies when applicable.
- o Assessments for the entire student body will be given 3 times a year using KAPLAN.
- o Teachers will assess data at monthly meetings to determine the academic improvement of students.

Relate to differentiated instruction:

- o Students performing at proficient levels of levels 1 and 2 on FCAT Math will be placed in Regular Education mathematics classes coupled with remediation through the regular mathematics curriculum, as well as working in the Compass Odyssey lab completing mathematics remediation activities.

Provide immediate interventions for students you have identified as struggling:

- o Students performing at proficient levels of levels 1 and 2 on FCAT Math will receive remediation through the use of the Mathematics Kaplan skill builder remediation problems within the regular education mathematics class.
- o Students will be scheduled time with the Odyssey lab.
- o Before and after school tutoring is available from the student's teachers.

Explain how you will schedule and conduct formalized inter- and intra-school meetings and discussions:

Monthly department meetings, department chairperson meetings are scheduled to assess and review student achievement on benchmarks as they relate to Kaplan, teacher made assessments and results from the Compass Odyssey remediation problems. The data will be used to plan curriculum using researched based strategies to increase student achievement.

**Evaluation:**

2008/2009 Kaplan data, FCAT data, district level mathematics assessments, teacher made assessments (end-of-year assessments), student portfolios, teacher observation, and discipline through the SESIR and attendance reports.

**Evidence-Based Program:**

Compass Odyssey, Prentice Hall Mathematics, Kaplan Achievement Planner

**Professional Development Aligned with this Objective:**

**Lakeland Highlands Middle School – 2008-2009**

The district has sponsored professional developments with the Prentice Hall representative as well as other district level professional development where teachers model strategies that have proven to be successful within their classrooms. All teachers participate in monthly professional developments offered by the district in conjunction with math manipulative focusing on effective research based strategies including vocabulary instruction, summarizing strategies proven to be sound when teaching mathematics.

**Budget:**

Evidence-Based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Prentice Hall Mathematics	Textbooks	\$24,000

Technology		
Description of Resources	Funding Source	Available Amount
Compass Odyssey	PCSB	NA
Smart board	Technology	NA

Professional Development		
Description of Resources	Funding Source	Available Amount
District In-Service	PCSB	NA

Other		
Description of Resources	Funding Source	Available Amount

**Non-Highly Qualified Instructors**

**List instructors, paraprofessionals, and/or teachers who are teaching out-of-field who are NOT highly qualified. Describe the support and professional development being planned and provided for these professionals.**

The district makes available in-services based on the mathematical needs of teachers that are not certified and/or highly qualified allowing opportunity for professional growth as well as opportunity to meet all district and state requirements for NCLB. Fabriene Jones----must take and pass the Middle Grades Math or Middle Grades Integrated Test.

**SCHOOL IMPROVEMENT PLAN**  
**Writing**

**Needs Assessment:**

In our analysis of the 2008 FCAT data, 95+ % of the students taking the FCAT Writing scored 3.5 or higher.

**Objective:**

By Spring, of 2009, \_\_\_\_\_ 98 \_\_\_\_\_ % of 8<sup>th</sup> Grade students will be at an Essay score of 3.5 or above in Writing as evidenced by the School Grade report.

**Strategies:** List strategies that...

Apply to all students:

- All students in all curriculums will practice writings using the FCAT Writing rubric as a guide.
- Language Arts teachers at all grade levels will instruct students following the district's Language Arts Curriculum Maps
- All Language Arts teachers will administer the pre and post assessments assigned by the school to gauge student achievement in the area of writing prior to FCAT Writes.

Relate to differentiated instruction:

- All grade level teachers will teach the writing process beginning the usage of outlining, graphic organizers, peer editing tools, and final revisions.
- Teachers of Language Arts will use Write Source as a means to supplement student's literature book and reviewing writing strategies.

Provide immediate interventions for students you have identified as struggling:

- Teachers will utilize bell ringers to revisit the writing process as well as KAPLAN lesson planners to promote learning through the use of narrative, expository, and persuasive writings, as well as current events.
- Before and after school tutoring is available for all students.

Explain how you will schedule and conduct formalized inter- and intra-school meetings and discussions:

Monthly department meetings are held to discuss student performance data at which time decisions are made as they relate to curriculum plans to raise student achievement.

**Evaluation:**

School-wide writing assessments, teacher made assessment (essays), discipline reports generated from genesis SESIR reports of out-of-school, and in-school suspensions(time out of class), attendance reports.

**Evidence-Based Program:**

Prentice Hall Literature Series, School-Wide essays

**Professional Development Aligned with this Objective:**

All teachers will attend professional developments offered by the school district which focus on effective research-based strategies of teaching grammar and writing through literature. As well as professional developments that concentrate on summarizing and paraphrasing strategies, vocabulary strategies, and other writing rubric trainings as they relate to student achievement.

Lakeland Highlands Middle School – 2008-2009

**Budget:**

Evidence-Based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Prentice Hall Literature Series	Textbooks	\$24,000
Write Source	School Budget	\$2,000

Technology		
Description of Resources	Funding Source	Available Amount
Smart board	Technology	NA

Professional Development		
Description of Resources	Funding Source	Available Amount
Tools for Writing	PSCB	NA

Other		
Description of Resources	Funding Source	Available Amount

**SCHOOL IMPROVEMENT PLAN**  
**Science**

**Needs Assessment:**

According to the 2008 FCAT Science test report 52% of the eighth students taking the test scored at or above grade level.

**Objective:**

By Spring of 2009, 62 % of 8<sup>th</sup> **grade** students will be at Achievement Level three or above in Science as evidenced by the School Grade report.

**Strategies:** List strategies that...

Apply to all students:

- All teachers of Science will follow the district's Science Curriculum Map ensuring effective scope and sequence.
- Teachers will use vocabulary strategies to introduce science vocabulary and testing format and practice.
- Teachers will use labs as a teaching strategy for the hands on experience.
- Teachers will instruct using the scientific process to familiarize the students with the exposure to terms.
- All students will be tested using the KAPLAN assessment 3 times during the year. Sixth grade students will be tested using the fifth grade assessment, seventh and eighth grade students will be tested using the eighth grade assessment.

Relate to differentiated instruction:

- Teachers will use foldable to introduce curriculum
- Teachers will use ESOL strategies to ensure the comprehension of material.
- Teachers will combine science strategies with the integration of mathematics within their curriculum when appropriate.
- Teachers will utilize the Science Reading Essentials when appropriate.

Provide immediate interventions for students you have identified as struggling:

- Teachers will utilize the KAPLAN lesson planners where appropriate.
- Before and after school tutoring is offered to all students.

Explain how you will schedule and conduct formalized inter- and intra-school meetings and discussions:

Teachers will attend monthly department meetings to discuss and analyze student data to revisit curriculum strategies that promote student achievement.

**Evaluation:**

2008/2009 FCAT data, Kaplan data, teacher made assessments, student portfolios, and teacher observations, discipline reports generated from SESIR and attendance reports.

**Evidence-Based Program:**

FCAT Explorer, Kaplan lesson planner, Glencoe Science

**Professional Development Aligned with this Objective:**

All teachers will attend district-wide in-services and school based professional developments that are offering effective teaching strategies as they relate to vocabulary instruction, summarizing strategies and effective use of the Glencoe science materials.

Lakeland Highlands Middle School – 2008-2009

**Budget:**

Evidence-Based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Glencoe Science	Textbooks	\$24,000
KAPLAN	PCSB	NA
Prentice Hall Mathematics Exam CD	Textbooks	\$24,000

Technology		
Description of Resources	Funding Source	Available Amount
Smart board	Technology	NA
FCAT Explorer	Technology	NA

Professional Development		
Description of Resources	Funding Source	Available Amount
District In-Service	PCSB	NA
School Based Professional Development	NA	NA

Other		
Description of Resources	Funding Source	Available Amount

**Non-Highly Qualified Instructors**

List instructors, paraprofessionals, and/or teachers who are teaching out-of-field who are NOT highly qualified. Describe the support and professional development being planned and provided for these professionals.

All Science Teachers are certified and highly qualified.

**SCHOOL IMPROVEMENT PLAN  
SAC Members**

**Yes X No** The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school?

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

Currently, the school is not in compliance with the regulations set forth by the district with citizens who are representative of the ethnic, racial and economic community served by the school. The committee is making every effort to send correspondence to the parents via internet and flyers that are being sent home to parents and the homes of business and community leaders to bring an awareness of needed membership in order to rectify this problem.

<u>Member's Name</u>	<u>POSITION</u>	<u>Member's Signature</u>
1) Robert J. Hartley	Principal	_____
2) Donna M. Drisdom	Assistant Principal	_____
3) MaryAnn Hardin	SAC Chairperson	_____
4) Tammy Scott	Staff	_____
5) Mariebela Rozier	Staff	_____
6) Norma Castellanos	Staff	_____
7) Tammy Epperson	Teacher	_____
8) Carlos Bennett	Teacher	_____
9) Lucretia Shelnut	Parent	_____
10) Ann Davenport	Parent	_____
11) Lisa Oliver	Parent	_____
12) Scott Johnson	Parent	_____
13) Sandra King-Williams	Parent	_____
14) Debbie Bretz	Parent	_____
15) Janet Robinson	Parent	_____
16) Robert Zawyer	Community Leader	_____

**School Advisory Council**

**Describe the activities of the School Advisory Council.**

The School Advisory Council (SAC) is an elected group made up of school/district personnel, parents, and community members with the majority of members not employed by the PCSB. SAC is the sole body that is responsible for the final decision-making relating to the implementation of the School Improvement Plan. The body meets each month to assist in developing and reviewing the school's vision, goals and strategies. The school's needs are determined by analyzing School Grade reports, AYP reports, and staff and community needs analysis data.

The SAC creates a budget defining the expenditure of Lottery Funds. For the 2008-09 school year, the monies allotted from Lottery total \$6340. The total amount is to be utilized as the principal or principal's designee feels appropriate in the following areas: supplies, substitute's postage, or in the purchasing of school agendas.

Finally, SAC approves and assists in publicizing the School Improvement Plan and is the sole body responsible for final decision-making at the school relating to implementation.

**SCHOOL IMPROVEMENT PLAN  
Final Budget**

**Budget:**

Evidence-Based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Glencoe Science	Textbooks	\$27,000
KAPLAN	PCSB	NA
P.H. Literature Series and Mathematics	Textbooks	\$27,000
Scholastic READ XL/Read for Real	Textbooks/School budget	\$27,000

Technology		
Description of Resources	Funding Source	Available Amount
Smart Board Technology	Technology	NA
Read 180, Fast Forward	PCSB	NA
Compass Odyssey	PCSB	NA

Professional Development		
Description of Resources	Funding Source	Available Amount
School Based P.D.	Title II	\$5000.00
District-In-service	PCSB	NA
Out-of-County PD	School Funded	\$1600.00

Other		
Description of Resources	Funding Source	Available Amount
After School Tutoring	School-based	NA
Summer School	ELP/LRC	\$3000.00

## **SCHOOL IMPROVEMENT PLAN Implementation Evaluation**

### **Implementation Evaluation:**

The SIP is designed to be as a document that is the “driving force” of the school. As the year progresses, needs may change as identified through student scores on Scholastic Read Inventory assessments, KAPLAN assessments, state/district policy changes, or attitude/behavior surveys. The needs of the school maybe become visible during monthly academic department meetings, school-wide faculty meetings, SAC meetings, and through district communications. Identified areas of concerns are matched with the SIP during SAC meetings to ensure they are being addressed. If new goals/strategies are identified as necessary, SAC advises the Principal who has access to and awareness of all possible resources and restrictions. Any SIP revisions are then finalized/approved by SAC and publicized to staff, parents, and other interested parties.