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## Standards Assessment Report

### Kathleen High School

2600 Crutchfield Road Lakeland, Florida 33805

Prepared for the AdvancED Quality Assurance Review

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# Standards Assessment Report

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# Introduction & Purpose of the Report

## Introduction

The Standards Assessment Report is designed to serve as a valuable self-assessment and as a tool to help schools prepare for their Quality Assurance Review. The report is based on the AdvancED standards, which serve as the foundation of the accreditation process. In order to earn and maintain accreditation, schools must meet the AdvancED standards, engage in a process of continuous improvement, and host a Quality Assurance Review at least once every five years.

The Standards Assessment Report engages the school community in an in-depth assessment of each of the seven AdvancED standards. In completing the report, the school identifies the data, information, evidence, and documented results that validate that it is meeting each standard. This self assessment helps the school identify areas of strength and opportunities for improvement.

The Standards Assessment Report also serves as the primary resource for the Quality Assurance Review Team, which uses the report to prepare for the visit to the school. The team uses insights gathered from the report and information obtained during the on-site visit to provide feedback to the school and to make an accreditation recommendation.

## Structure of the Report

The Standards Assessment Report is organized by the AdvancED standards. For each standard, the report includes four sections: 1) considering the evidence; 2) indicators rubric; 3) focus questions; and 4) overall assessment. Each section reinforces the other sections by asking a question that builds on the prior section.

The section entitled "considering the evidence" allows school personnel to think about the practices and/or processes being implemented and identify evidence that will support its responses to the indicators rubric and focus questions. This section helps school stakeholders engage in a discussion about how it knows it is adhering to the standards. The section is not intended to engage the school in a collection of evidence, but rather in thoughtful dialogue about how it can demonstrate that quality practices, conditions, and results are occurring in the school. The section asks, "What practices/processes are being implemented, and are they effective?" or said another way, "How do we know we are doing what we say we are doing?"

The indicators rubric enables the school to assess the degree to which practices and/or processes are in place that indicate adherence to the standard and indicators. For each indicator, the school may check if the practices and/or processes are highly functional in the school, operational, emerging, or not evident. The school should use the rubric as an opportunity to ask itself challenging questions and to respond with accurate answers geared toward self-improvement. After completing the rubric, the school can quickly see areas of strength and opportunity. The section asks, "To what degree are the noted practices/processes in place?"

The focus questions allow the school to expand on and think more deeply about the responses to the

indicators rubric. The focus questions provide an opportunity for the school to describe the systematic and systemic processes that are in place to support its ability to meet the indicators. The section asks, "How are the practices/processes implemented?"

The overall assessment describes how well schools are implementing practices and/or processes and the impact these practices and/or processes have on student results and overall school effectiveness. The overall assessment helps schools judge where they are in relation to each standard. The "operational" level is required in order to demonstrate meeting the standard. The section asks, "How well are we meeting the standard overall?"

## Demographics

Public/Non-public:	Public
School Type:	AdvancED - High School
Charter School:	N/A
Enrollment:	1665
Gender at School:	Co-Ed
Beginning Grade:	9
Ending Grade:	12
Alternate Beginning Grade:	
Alternate Ending Grade:	
Location Type:	Suburban
Gender at School:	Co-Ed

# Standard 1. Vision and Purpose

**STANDARD:** The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

**Impact Statement:** A school is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources.

**Indicators Rubric:** Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

**Definitions of Indicators Rubric:**

<b>Not Evident</b>	Little or no evidence exists
<b>Emerging</b>	Evidence indicates early or preliminary stages of implementation of practice
<b>Operational</b>	Evidence indicates practices and procedures are actively implemented
<b>Highly Functional</b>	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

**Indicators:** In fulfillment of this standard, the school:

- 1.1 Establishes a vision for the school in collaboration with its stakeholders:  
**Operational**
- 1.2 Communicates the vision and purpose to build stakeholder understanding and support:  
**Operational**
- 1.3 Identifies goals to advance the vision:  
**Operational**
- 1.4 Develops and continuously maintains a profile of the school, its students, and the community:  
**Operational**
- 1.5 Ensures that the school's vision and purpose guide the teaching and learning process:  
**Operational**
- 1.6 Reviews its vision and purpose systematically and revises them when appropriate:

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**Operational****Focus Questions:****1. What is the process for establishing and building understanding of and commitment to the vision statement among stakeholders?**

The mission statement of Kathleen Senior High School was reviewed by the Vision and Purpose Committee at the beginning of this school year. The committee decided the Vision and Mission needed to be revisited with input from current stakeholders. Planning period meetings were held, facilitated by Mrs. Everett, our Assistant Principal for Curriculum, to receive input from our staff and faculty concerning the vision for Kathleen High School. Groups of 4-5 were formed and provided with large poster sheets of paper and colored markers. Mrs. Everett conducted a visualization exercise that had us "walking" through our school envisioning what we saw including the physical environment, the interactions of the people in the building and the activities taking place in the hallways, classrooms, offices, etc. The groups were then asked to draw a representation of the Kathleen High School we envisioned or use words to relay our thoughts onto the poster sheets. Each group then presented their thoughts to the other groups present. Notes were made on each poster sheet. This same exercise was conducted with the School Advisory Council, which is made up of parents, students, teachers, staff and business partners. The poster sheets and notes were then reviewed by the Vision and Purpose Committee and common descriptors were identified. The vision and mission statements were rewritten to incorporate the common descriptors stakeholders felt were essential to our success. The revised Mission and Vision were e-mailed to all staff for further input. Revisions were made and the final draft was written. The committee voted to accept the Vision and Mission statements and they were distributed to the staff and posted in all areas of the school. Each day the Knowledge + Hard Work = Success mission statement is shared with our learning community over the intercom by Mr. McClellan.

**KHS Vision:** It is the vision and tradition of Kathleen Senior High School to work with our families and community to provide unique opportunities and academic challenges for our students, to embrace our diversity, to be productive citizens and instill both pride and responsibility in our school.

**KHS Mission:** The Kathleen High School community will create a safe, supportive and caring school environment to engage students in cooperative learning with relevance in curriculum and technology to reach their maximum potential with the understanding that Knowledge + Hard Work = Success. To further incorporate our Mission and Vision into daily actions, the Educator's Covenant has been embraced by all members of our faculty and staff. We hold each other accountable to the words and meaning of The Educator's Covenant and we use it as a guide to decision making for personal and professional actions on a daily basis. As new staff candidates are interviewed, The Educator's Covenant is shared. Candidates are asked if they are able to fully embrace The Educator's Covenant and commit themselves to our mission and vision. The Educator's Covenant is shared at student meetings, parent meetings and with community groups as a way of conveying our commitment to students, community and each other.

**The Kathleen High School Educator's Covenant**

*This is my school; I open it wide to educate all students who step inside! I will practice a high level of respect for others and will demonstrate and maintain high expectations of myself, my students and colleagues.*

*This is my calling and I will not rest until every student at Kathleen High School receives my best!*

**2. What is the school's process for developing a profile and systematically maintaining and using information that describes the school, its students, and their performance?**

Kathleen High School develops, updates and maintains a learning community profile each school year. The development and maintenance of the school profile begins in the summer months prior to the start of the new academic year when the assistant principal creates a data overview of the incoming students. The initial demographic data is obtained through school records and provides statistical data relating to the race, gender, socioeconomic status and students with disabilities information. Additional information regarding means of transportation to and from school is obtained and maintained. Further data used to develop our school profile is obtained from academic achievement data and student performance indicators from each grade level and encompasses data from standardized testing, progress monitoring and trend data over time. As a learning community, the community demographics, geographic location and community participation is evaluated to obtain a sense of surrounding statistical data that influences our overall profile within the Lakeland area community. Each year, the school profile is used to describe our school in the updated and revisited School Improvement Plan and the information is used to plan and implement academic remedial and intervention action plans. School profile information is also used in grant applications to support additional academic enrichment and support programs. The profile is maintained as part of a permanent, long standing NCLB School Public Accountability Report. This report reflects the demographics, school characteristics and graduation rates and other data dating back to the 2004-2005 school year. The final annual version of the profile, made available for stakeholders and the general public at the end of each school year, is available on the Polk County Public Schools web site.

### ***3. How does the leadership ensure that the school's vision, purpose, and goals guide the teaching and learning process?***

The administration and leadership team of Kathleen High School ensure the school's vision, purpose and goals guide the teaching and learning process by maintaining a focus on student academic achievement targets, goals and objectives and the development of each individual in our learning community. The School Improvement Plan (SIP) is the primary document providing focus on the teaching and learning process. Each year the SIP is revisited by members of our school faculty and staff to review school goals and objectives and determine which activities should be continued and which activities should be added or removed from our academic program. Once the SIP has been reviewed, revised, and approved by the School Advisory Council, it becomes the guiding force for all decisions to ensure our primary focus remains high academic achievement for all students. Requests for purchases, plans for academic remediation and enrichment activities, the professional development plan and decisions regarding the daily operation of the school are all based on the SIP.

As part of our SIP, academic targets for each area of the school grade are established by the leadership team. Targets are established in reading, math, writing and science for appropriate grade levels. Once the academic targets for the year have been established they are shared with all learning community members and are posted in offices and classrooms. Throughout the year, targets are revisited and updates about our progress are shared after each progress monitoring assessment (Kaplan, Write Score). Updates are shared with teachers at plan period meetings and with the school community at SACS meetings. The data, disaggregated by grade level and class performance, is shared with stakeholders and used to determine where progress is being made and where adjustments are necessary.

Mr. McClellan and the school's administration have scheduled the administrative duties of the school to allow them to monitor, evaluate and recommend teaching techniques to every member on campus. School administrators are in classrooms daily and provide feedback on walk-through observations which may include ideas about classroom management techniques, instructional strategies and classroom environment. Administrators are visible to teachers and students as leaders of the school encouraging all members of our learning community to reach their maximum potential. The leadership ensures a master schedule that provides for common time for groups of teachers to meet for planning

purposes but also provides the administration the ability to meet with small groups of faculty for the purposes of gathering input for important school decisions regarding students, school climate and challenges and issues. Detailed lesson plans, collected and reviewed by the academic dean, reflect teacher focus on established academic targets and the vision of Kathleen High School.

Participation in professional development opportunities and the willingness to learn and grow professionally and share craft knowledge with colleagues is an expectation of all faculty members at Kathleen High School. The leadership team seeks out relevant and significant training that provides meaningful opportunities for growth on incorporating best practices for classroom instruction and classroom management. All professional development activities directly support the school's goals as identified in the SIP. Emphasis is on authentic student engagement and rigor in the classroom. Professional development is presented by school faculty and administration, outside trainers and district personnel. Participants are expected to demonstrate implementation of strategies and instructional structures before being awarded in-service credit.

Parents and community are encouraged to become involved in our learning community and are invited to School Advisory Council meetings, open house, orientation, parent conferences, and informational meetings. Mr. McClellan regularly reports to these groups and community groups such as Kiwanis, Chamber of Commerce and Leadership Lakeland about the mission and vision of Kathleen High School and progress towards academic achievement targets.

#### ***4. What process is used to ensure that the vision and purpose of the school remain current and aligned with the school's expectations for student learning and school effectiveness?***

The school has implemented several processes to ensure the vision and purpose of the school remains aligned with the school's expectations for student learning and development. These processes include a themed mission statement developed by the leadership team, review of the School Improvement Plan to include evaluation of previous year's goals and objectives by school faculty and the School Advisory Council, review of the climate survey by the leadership team and the School Advisory Council and the development of new student achievement targets. Each year after academic targets are established, the principal, with input from the leadership team, creates a themed focus statement. This focus statement establishes the heart of our mission as we seek to meet the vision as agreed upon by the entire learning community. This year's focus statement is "Be the Difference!" Every member of our school is asked to make a positive difference in the lives of people around them on a daily basis. Teachers are asked to "Be the Difference" in the classroom, students are asked to "Be the Difference" in their work.

In addition to the above mentioned processes, Kathleen High School has established lesson plans for the Language Arts Department for grades 9 and 10 to support data driven instruction based on the assessed Sunshine State Standards and to provide new teachers with strong, developmentally appropriate activities ensuring all students are held to high academic standards and are exposed to grade level content. The administrative team performs daily walk-throughs to monitor lesson plan implementation and to provide positive feedback and suggestions for ways to improve/expand instructional strategies used by instructional staff. Classroom walk-throughs also help establish administrators as instructional leaders within the school and provide a proactive approach to discipline and timely intervention to potential disruptions. As progress monitoring testing is conducted and results are disaggregated, KHS administrators meet individually with teachers to review the performance of their classes. The data discussions provide time for teachers and administrators to identify areas needing improvement and brainstorm ways to accomplish growth. Teachers also encouraged to seek out their peers whose students are demonstrating growth and success, ensuring all students are exposed to best practices in every classroom.

Guidance Counselors meet annually with our 9th and 10th graders in small groups to discuss goal setting, ePeP, FACTS.org, college requirements, high school graduation requirements and test talks. Administrators also conduct test talks with students prior to FCAT testing in March. Test talks consist of general classroom conversations regarding FCAT “myths” and basic information regarding testing format and scoring. Individual test talks occur after the classroom talk and consist of 15-20 minute individual conferences with students to review their testing history. After past performance is analyzed with the student, goals are established along with strategies to achieve the goals. Test taking tips are stressed and student concerns are addressed. Following each “test talk” a letter with individual testing information is sent home to parents. Parents and students have expressed positive feelings about the test talks and appreciate the individual attention provided by administrators.

To accompany and compliment the academic targets, teachers and staff members are invited to mentor students who have been identified as target students based on past performance on FCAT and their potential for high growth. Target students are identified by the reading coach and the assistant principal and are distributed to staff members for “adoption.” Staff members may also elect to adopt students who aren’t on the target list. Many positive relationships have been forged through our mentor program and staff members, parents and students have expressed the need for this program to continue and expand using community members.

Kathleen has placed a strong emphasis on improving the overall learning environment and campus. A master plan has been developed and approved by the School Advisory Council and the School Board and will include new classrooms, cafeteria, media center, administrative suite, and performing arts facilities. A new agriculture classroom/shop/lab facility is currently under construction and is scheduled to be completed by May 2008. The new master plan also calls for a change in existing structures and the entrance to Kathleen High School will change from Crutchfield Road to an entrance off of Highway 92. Every new and existing classroom is slated to be equipped with a ceiling mounted projector, drop down screen and audio enhancements to provide every student and staff member access to basic instructional technology. The installation of this technology is to be completed by December 2008. Our learning community strongly believes the environment has a great impact on the attitude, spirit and achievement of our students and staff and by bringing our facility into the 21st century, we’ll continue to prepare our students to be competitive and successful in the 22nd century.

### **Overall Assessment:**

**Operational:** The school has committed to a shared purpose and direction. The school has clearly defined expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

## Standard 2. Governance and Leadership

**STANDARD:** The school provides governance and leadership that promote student performance and school effectiveness.

**Impact Statement:** A school is successful in meeting this standard when it has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

**Indicators Rubric:** Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

### Definitions of Indicators Rubric:

<b>Not Evident</b>	Little or no evidence exists
<b>Emerging</b>	Evidence indicates early or preliminary stages of implementation of practice
<b>Operational</b>	Evidence indicates practices and procedures are actively implemented
<b>Highly Functional</b>	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

**Indicators:** In fulfillment of this standard, the school operates under the jurisdiction of a governing board that:

2.1 Establishes policies and procedures that provide for the effective operation of the school:

**Operational**

2.2 Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school:

**Operational**

2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations:

**Highly Functional**

**Indicators:** In fulfillment of this standard, the school has leadership that:

2.4 Employs a system that provides for analysis and review of student performance and school effectiveness:

**Operational**

2.5 Fosters a learning community:

**Operational**

2.6 Provides teachers and students opportunities to lead:

**Operational**

2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership:

**Operational**

2.8 Controls curricular and extracurricular activities that are sponsored by the school:

**Operational**

2.9 Responds to community expectations and stakeholder satisfaction:

**Operational**

2.10 Implements an evaluation system that provides for the professional growth of all personnel:

**Operational**

**Focus Questions:**

***1. What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the school?***

Kathleen High School operates under the auspices of the School Board of Polk County and as such complies with established policies and procedures. Local policies and procedures are established by the leadership team with input from students, staff and community members. District and school-specific policies and procedures are communicated in a variety of ways including the staff and student handbooks, KHS website, weekly bulletins (Week at a Glance), faculty meetings, team leader meetings, plan period meetings, and e-mail. Anytime a change in policy occurs mid-year, multiple notifications are made to the staff and individual meetings are conducted as necessary. At the conclusion of each year, stakeholders are asked to provide feedback regarding procedures and policies and the principal evaluates suggestions and makes alterations to procedures and policies as appropriate.

***2. What process does the school's leadership use to evaluate school effectiveness and student performance?***

The school's leadership is very proactive and uses a variety of processes to evaluate the school's effectiveness and student performance. Those processes include: three-minute classroom walk-throughs, summative and formative classroom teacher observations, participation in team leader meetings and plan period meetings, informal talks with teachers and students, review of Kaplan test scores, analysis of Write Score results, and review and explanation of FCAT scores with the staff.

***3. In what ways are stakeholders, including staff, given opportunities to provide leadership and to contribute to the decision-making process?***

School faculty and stakeholders have opportunities to provide leadership and to participate in decision-making processes. Faculty and staff have the opportunity to sponsor major school functions such as

yearbook, clubs, prom, and many other school activities. Faculty and staff are assigned to lead and conduct various committees that function to ensure the smooth operation of the school such as school safety, school improvement, test administration, and graduation. Each department has an appointed department head to coordinate the work of the department in keeping with the school's vision and purpose. Department heads meet regularly to communicate, to collaborate and plan, and to complete tasks required of the school leadership team. Department heads also strive to include and involve all departmental faculty members in accomplishing shared school goals such as school improvement and school accreditation studies. Student stakeholders are also provided a variety of opportunities to cultivate leadership and to assume decision-making roles. Each grade level selects a slate of class officers to serve as decision-making representatives for students. Student Government Association and other groups are active student leader organizations on campus that initiate and implement student centered programs. Student clubs attract members with a wide variety of interests and goals. A complete list of student clubs may be found on the school web site. Each club elects student leaders to serve as officers. The school yearbook is student published, the school web site is student maintained, and a school video productions class is offered through the school's technology curriculum. Numerous athletic teams, cheerleading, and the band and chorus programs involve many of our students. There are also academic and technological competitions throughout the school year that give students opportunities to excel. Special needs students are active in community based instruction programs designed to boost student self esteem and promote good decision making. A substantial number of students receive scholarships each year based upon documented leadership, citizenship, and school and community service. The school is actively engaged in developing a culture of leadership, participation, responsibility, and ownership among faculty, staff, and students.

#### ***4. What policies and processes are in place to ensure equity of learning opportunities and support for innovation?***

The school's policies, procedures, and organization are designed to serve all students in an equitable manner. The school system has a nondiscrimination policy applicable to personnel and students. Our school adheres to the guidelines of No Child Left Behind and works to serve students of all ability levels. We follow the state policy on identifying and supporting those students with special needs. Students are not discriminated against based on their gender, racial, or national origin. All teachers are given the same number of professional development days in their contracts. Additional days may be approved by the administration. All teachers have exposure to staff development in the school and district. Each department has its own spending budget in order to purchase new and innovative materials and equipment.

Kathleen High School has adopted the College Board's philosophy on equity and access for all students, but especially the minority and underrepresented populations. All students have access to all courses and are provided with a variety of support mechanisms ensuring their success in honors and advanced courses. This philosophy has transferred to all areas of our school. Being a school with 52% minority membership we believe all students should have access to all services and opportunities regardless of any individual factors other than willingness to try and a desire to achieve. It is our belief that students are always better off for having been exposed to higher expectations and opportunities to learn among peers who provide intellectual challenges than to never have had the exposure to begin with; we call this the "academic equivalent to golfing with Tiger Woods."

Kathleen High School also supports inclusion for students with disabilities believing that all students are better off for having had exposure to regular education versus being in an ESE academic class. While our ESE students may struggle in the regular classroom, supports have been installed to maximize learning opportunities. Inclusion not only provides our students with access to grade level expectations, but our school has experienced a decrease in discipline referrals among our students with disabilities.

**Overall Assessment:**

**Operational:** The school has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction and systematically allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation. While these processes and conditions are being implemented, the implementation is not systemic across the school, and the results are varied. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

## Standard 3. Teaching and Learning

**STANDARD:** The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

**Impact Statement:** A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

**Indicators Rubric:** Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

### Definitions of Indicators Rubric:

<b>Not Evident</b>	Little or no evidence exists
<b>Emerging</b>	Evidence indicates early or preliminary stages of implementation of practice
<b>Operational</b>	Evidence indicates practices and procedures are actively implemented
<b>Highly Functional</b>	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

**Indicators:** In fulfillment of this standard, the school:

3.1 Develops and implements curriculum based on clearly defined expectations for student learning:

**Operational**

3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning:

**Operational**

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices:

**Highly Functional**

3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice:

**Operational**

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3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity:

**Operational**

3.6 Allocates and protects instructional time to support student learning:

**Operational**

3.7 Provides for articulation and alignment between and among all levels of schools:

**Operational**

3.8 Implements interventions to help students meet expectations for student learning:

**Operational**

3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning:

**Operational**

3.10 Provides comprehensive information and media services that support the curricular and instructional programs:

**Operational**

3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program:

**Operational**

### **Focus Questions:**

***1. How does the school ensure that the curriculum, instructional strategies, and assessments are aligned and articulated across grade levels in support of the expectations for student learning?***

Ensuring the curriculum, instructional strategies and assessments are aligned and articulated across grade levels in support of high academic expectations for student learning is a priority for the community of Kathleen High School. Course curriculum follows course descriptions provided by the State of Florida's Department of Education and teachers and administration ensure coursework is based on the Sunshine State Standards or Course Frameworks. In addition to general guidelines provided by the state, the curriculum departments at the district level spearheaded the development of county curriculum maps in each content area. The curriculum maps were developed by representative teachers and curriculum specialists. The maps provide essential questions to guide instruction and identify key components and vocabulary to be covered following timelines established for each type of scheduling model available in Polk County. Teachers are encouraged to provide feedback regarding the maps to ensure the maps are comprehensive and user friendly and evolve around best practices and researched instructional strategies. The curriculum maps also contain resources for instructors to use within each unit. Resources may be graphic organizers, specific activities, websites, etc. The curriculum maps ensure that all students in Polk County are exposed to high quality instruction based on the Sunshine State Standards and help to ensure instructional consistency across schools and classrooms. While curriculum maps guide instruction, classroom teachers are still expected to maintain daily lesson plans to document classroom activities, accommodations and assessments. Lesson plans are reviewed by administration and used as part of the teacher assessment process.

The use of the Continuous Improvement Model also ensures curriculum is aligned across grade levels. Each year, student data is analyzed and weaknesses and strengths of the academic program are identified. The Language Arts, Mathematics and Science Departments develop “focus maps” identifying which Sunshine State Standards will be covered. The maps include a schedule for the instruction and assessment of the standards. The focus maps ensure instructional consistency across classrooms and the assessment instrument used is the same for each content area.

Instructional alignment is well accomplished within the grade levels at Kathleen High School and is evidenced by the established lesson plans used by our 9th and 10th grade teachers. The lesson plans were developed by our academic dean with feedback provided by the assistant principal for curriculum, reading coach, principal and representatives from the Language Arts department. Plans focus on grade level expectations and materials, Sunshine State Standards and course descriptions. The lesson plans have been reviewed by the district’s language arts curriculum coordinator and other teachers from around the district. The lesson plans formed the foundation for the 9th and 10th grade English and reading curriculum maps developed by the county. The 11th and 12th grade curriculum has been aligned by our teachers following the curriculum maps. Our teachers in the Language Arts and Mathematics Departments have participated in vertical alignment training with teachers from our two main feeder middle schools. The vertical training has been sponsored and provided by The College Board and has resulted in streamlined communication among teachers at the middle school and high school. Perhaps most importantly, each content department meets on a regular basis to share goals, successful strategies and valuable resources.

In addition to final exams administered by our classroom teachers, end of course exams are being developed under the direction of the county curriculum coordinators. The mathematics department has completed the Algebra I End of Course exam and it is administered following Polk County’s testing protocols.

### ***2. In what ways does the school ensure the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students?***

Kathleen High School ensures the implementation of research-based instructional strategies by implementing curriculum maps developed under the direction of the county curriculum coordinators. The curriculum maps guide instruction to ensure coverage of appropriate grade level material. The curriculum maps are supported by professional development activities planned to provide instructional staff with useful, applicable strategies and best practices that yield high academic growth. Teachers are expected to incorporate newly learned instructional strategies into their classroom activities and this implementation is monitored by administrators. The leadership team provides support and feedback for teachers and model when necessary.

County level staff is accessed to provide training for staff members. This year, 60 teachers participated in CRISS (CReating Independent Student Strategies) instructed by county CRISS trainers. We’ve also had a team of experienced teachers and administrators work with our instructional staff on questioning techniques and conducting highly engaging classroom discussions. Teachers are also encouraged to access professional development opportunities provided by the district, the state, FDLRS and the Florida inclusion Network.

Innovative practices are highly encouraged by the administration of Kathleen High School. Teachers are applauded for their innovations and willingness to step outside of the box when pursuing highly engaging opportunities for students. For example, we have several teachers piloting Gizmos this year in

our mathematics and science departments. Teachers have developed weekly “Think, Solve, and Explain” activities in mathematics to provide students with FCAT style open response questions. Rubrics have been incorporated into the activities providing students with an expectation of what is required to appropriately and thoroughly answer the question. The rubrics incorporate portions of the FCAT rubric and strategies designed to instill test taking strategies. Grant opportunities have been pursued and resulted in SNAPP (Students Needing Additional Preparation Program) and a Summer Academic Boost Camp. SNAPP was a Saturday tutoring program provide by teachers on the campus of Southeastern University. College students mentored our students and received credit for their participation. This past summer saw the first Summer Academic Boost Camp. The camp was designed to provide our brightest students with background, prerequisite skills to be successful in honors and advanced placement courses. Our school is currently developing the Central Florida Aerospace Academy (CFAA) to be housed at Sun N Fun adjacent to the Lakeland Airport. CFAA is scheduled to open this fall as a career academy with 125 sophomores pursuing an education in avionics and aerospace engineering. The administration is constantly on the alert for opportunities that will enable our students to benefit and grow both academically and personally.

***3. What processes are implemented to ensure that teachers are well-prepared and effectively implementing the curriculum?***

Kathleen has various processes that are implemented to ensure teachers are prepared and effectively implementing curriculum including new teacher meetings, Data Day, classroom walk-throughs, faculty professional development activities and curriculum maps. Our reading coach and assistant principal oversee the new teacher program. The reading coach conducts bi-weekly meetings providing new teachers with basic procedural information and a sounding board for feedback. The reading coach invites special guests to the meetings to answer common questions. Guests may include deans, principals, lead teachers, county personnel or support staff. These meetings are designed to support our newest instructional staff members and ensure they are well-prepared to meet the challenges in the classroom.

Our staff also participates in Data Day prior to students returning in the fall. Data Day provides time for teachers to analyze and disaggregate data on their students including standardized test histories, AYP categories and basic demographic information. Teachers are expected to analyze the data to determine instructional priorities and plan for the first several weeks of school. Teachers also meet in departments to identify similarities across groups of students and share best practices and instructional plans and activities. The day prior to Data Day, instructional staff members receive a “refresher” training on interpreting data and the impact individual students may have on our school grade and AYP status. New teachers participate in a separate training designed to introduce these topics and build familiarity with testing vernacular.

As part of our professional development activities, our staff participated in the Literacy Grid Iron this year. The Grid Iron activity was sponsored by our literacy team and was conducted by KHS teacher leaders, FlaRE personnel and district level reading staff. Teachers participated during their planning period and rotated to several sessions based on interest/need. This event was a huge success and most staff members felt this was the most valuable professional development offered this year. We plan on hosting a similar training later in the year with different teacher leaders.

Effective implementation of curriculum is monitored through lesson plans, progress monitoring and classroom walk-throughs. Lesson plans are collected on a regular basis and reviewed first by the academic dean using a rubric which includes key learning concepts, essential questions, accommodations, etc. Lesson plan reviews are then forwarded to administration and used as part of the

teacher evaluative process. Classroom walk-throughs document that lesson plans are actually being utilized. Each teacher is expected to post lesson plans in a folder next to the classroom door. When administration visits a classroom, lesson plans are reviewed and students are asked about their learning to see if the lesson objective is clearly communicated to students. Administration also looks for authentic engagement of students and activities promoting processing of information by students. Instructional practices are also monitored by careful analysis of progress monitoring data. Administration reviews data as a team and then meets individually with teachers to review data class by class and determine where students are demonstrating good progress and the areas still needing to be addressed are identified. The current administrative team of Kathleen High School believes academic growth and achievement occurs in the classroom by students who have the advantage of well-prepared teachers using data to drive instruction. This philosophy is evident in faculty meetings, School Advisory Council meetings, and individual conversations between teachers, students and staff and can be easily observed through the daily interactions of the members of our learning community.

#### ***4. How does the school provide every student access to comprehensive information, instructional technology, and media services?***

Kathleen High School provides every student access to comprehensive information, instructional technology and media services. Every classroom is equipped internet connections and a television for in-house media services. Many classrooms have mini-computer labs for student use. We currently have 4 teachers with smart boards and projectors; they are utilizing Gizmos which is an interactive simulation software package available through the internet. Several more teachers are scheduled to receive a Gizmos package with Sympodiums. Many classrooms currently have projectors for teachers to utilize with internet based applications. Our school has several desktop labs and two suitcase labs. Students also have access to a general use computer lab with internet connections in the media center. Our instructional technology use is growing by leaps and bounds as projectors, internet connections and smart boards are being utilized by more and more teachers. It is the goal of KHS to incorporate more instructional technology into the classroom as our staff becomes more technology proficient. At this time, approximately 2/3 of our staff has earned their Technology 1 Proficiency demonstrating basic mastery of the Microsoft Office Suite of programs.

Our media center has a variety of services available to students and staff. The media center opens early and remains open well after school is out for the day. KHS has one of the largest book collections in the county and students and staff are both encouraged to check out books on a regular basis. As a means of increasing circulation, our Language Arts department has incorporated Accelerated Reader as a component of several courses. Students and staff are also able to access a variety of services on the media center's link from our school website. Career research links, resume templates and a variety of research databases are available through the website. The media center staff support classroom instruction by hosting classroom links specific to teachers and curriculum. These links are easily accessible and provide an additional dimension to the classroom instruction. Unites Streaming is also available and utilized by many staff members. Students are able to visit the media center during class and lunch times with permission and are encouraged to peruse the stacks to locate engaging material.

#### **Overall Assessment:**

**Operational:** The school implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. The school demonstrates evidence of alignment between the curriculum and instructional

practices with systematic implementation across the school. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide frequent opportunities for students to apply their knowledge and skills to real world situations. Teachers give students regular feedback to improve their performance. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

## Standard 4. Documenting and Using Results

**STANDARD:** The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

**Impact Statement:** A school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts.

**Indicators Rubric:** Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

### Definitions of Indicators Rubric:

<b>Not Evident</b>	Little or no evidence exists
<b>Emerging</b>	Evidence indicates early or preliminary stages of implementation of practice
<b>Operational</b>	Evidence indicates practices and procedures are actively implemented
<b>Highly Functional</b>	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

**Indicators:** In fulfillment of this standard, the school:

4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free:

**Highly Functional**

4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning:

**Highly Functional**

4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes:

**Operational**

4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance:

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**Highly Functional**

4.5 Communicates the results of student performance and school effectiveness to all stakeholders:

**Operational**

4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness:

**Operational**

4.7 Demonstrates verifiable growth in student performance:

**Highly Functional**

4.8 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations:

**Highly Functional**

**Focus Questions:**

***1. How is the assessment system currently used in your school to analyze changes in student performance?***

The assessment system currently used in our school analyzes changes in student performance by measuring student growth over periods of time. Initial data is obtained through standardized test histories and instructional priorities are determined based on overall student performance on FCAT. Our Language Arts, Mathematics and Science Focus Calendars determine which standards are taught when and also dictate the assessment schedule of our Continuous Improvement Model in those specific content areas. Assessment data is analyzed to determine progress towards mastery of the standards and to identify areas requiring additional instruction. Our school also utilizes the Kaplan Achievement Planner which consists of three benchmark assessments in reading and mathematics spread out over the year. Data on the benchmarks is compared initially to FCAT data and then to previous benchmarks to determine the level of student progress. Another tool used this year is Write Score. Write Score consists of an FCAT simulated assessment of open response reading items, writing prompts and open response science items. Write Score assessments are sent off for scoring by individuals that are also contracted by the State of Florida to score the actual FCAT assessment. Write Score returns detailed teacher and grade level reports illustrating areas of student growth and weaknesses. While we recognize the information yielded by these individual results is valuable and are used as independent pieces of data, the analysis of the combined reading scores from each of the tests is actually used to determine if students are making adequate and appropriate progress toward learning targets in reading. The administration maintains a database with the data disaggregated for comparison among tests, students, classes and predictions and targets. Included in the spreadsheet are identifiers illustrating students who are our target students or those students we believe have the greatest potential of increasing an achievement level. Data is shared with teachers during individual meetings with administrators.

***2. What are you doing to ensure that assessment results are timely, relevant, and communicated in a way that can be used by teachers, students, parents, and external stakeholders to aid the performance of individual students?***

Teachers regularly communicate student progress to parents every 4.5 weeks in the form of interims and report cards. Teachers also communicate with parents via e-mail, telephone and mail. Parents and

students are also encouraged to access grades and attendance using the Parent Internet Viewer, a real time web based program providing grade and attendance data.

Progress monitoring data is shared with teachers by administrators following each assessment.

Teachers and administrators analyze individual class data together and develop action plans to ensure students are able to access instruction that will result in high growth. Data is shared with students by teachers and assessments are reviewed with students in a timely fashion. Kaplan benchmark results are available immediately and Write Score data is returned within 10-12 business days. Parents are encouraged to monitor student progress and data on progress monitoring and FCAT achievement is shared at all parent conferences.

Mr. McClellan shares progress monitoring data with all instructional staff members during plan period meetings and with other stakeholders during School Advisory Council meetings. Data discussions are a priority and are regularly held during faculty and community meetings.

Our school's FCAT grade and grade level FCAT data is available through the Department of Education's website. Parents are provided with FCAT assessment reports at the end of each school year. These reports provide specific information regarding their child's achievement on the FCAT during the latest assessment, their progress over time and their achievement in comparison with their grade level peers.

Data is used not only to determine progress to date, but to also prescribe future instruction to aid in individual student performance. All members of our learning community values the role data plays in the education of our students and relies on the information in conjunction with anecdotal and class grade information to make well-informed decisions for future instructional activities.

### ***3. How are data used to understand and improve overall school effectiveness?***

Data is used to assess the current state of our academic achievement and it's used to diagnose instructional weaknesses and determine areas needing improvement. When the leadership team reviews FCAT data, determinations are made as to why gains were/were not made so that those activities that worked may be continued and expanded upon and those activities that may not have been successful can be eliminated from the instructional program or modified to yield positive results. The leadership team also uses the data to help determine the professional development needs of the instructional staff which will positively impact the school's overall effectiveness.

Data provided by the College Board on how our students performed on SAT are analyzed to determine areas of strength and weaknesses, particularly in our upper level, advanced courses. Data is shared with department chairs and teachers with an emphasis on the incorporation of instructional strategies designed to address SAT skills.

Grade distribution and graduation rates are also analyzed to measure overall school effectiveness along with data provided through the individual cells of the AYP report and the school grade report. One of the specific ways we look at data is to translate the percentages in the AYP report to actual numbers of students to determine success on a student by student basis. Teachers and students have experienced renewed motivation regarding success on standardized tests after looking at the "number" of students that have passed as numbers represent actual people and it makes a dramatic impact when looking at a class of students.

### ***4. How are teachers trained to understand and use data in the classroom?***

Upon returning to school each year, teachers are provided with a mini workshop on data analysis. Returning and experienced teachers receive an in-depth workshop on the AYP report and the school grade report along with a review of how the data elements are obtained. New teachers are provided with a basic overview of data elements enabling them to look at individual student data and understand

their past achievement. The mini workshops are conducted by the assistant principal for curriculum. After the mini-workshops, teachers participate in Data Day. Data Day is a day long professional development activity providing teachers with a framework for analyzing their student data. Teachers are expected to analyze data individually by student and then by each class. Data on individual students is analyzed to determine trends over time, academic weaknesses and strengths and how each individual student affects the school grade and our AYP achievement. After careful analysis of student and class data, teachers establish instructional plans and activities to address student weaknesses. Data day is facilitated by the leadership team and teacher leaders well versed in data analysis.

Information on data analysis is provided throughout the school year by the reading coach, academic dean and assistant principal for curriculum. New teachers are exposed to small chunks of data information at a time to ensure complete understanding and application. Experienced teachers are also exposed to data training throughout the year as all of our teachers are actively learning more about data elements and the analysis of data. This past year we've had presentations and training delivered by our in-house Kaplan Representative, Write Score trainers and Polk County's senior coordinator for testing and data analysis to ensure our staff is competent in analyzing and interpreting data to improve teaching and learning.

### **Overall Assessment:**

**Operational:** The school uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

## Standard 5. Resource and Support Systems

**STANDARD:** The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

**Impact Statement:** A school is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff that are well qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness. The school ensures compliance with applicable local, state, and federal regulations.

**Indicators Rubric:** Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

### Definitions of Indicators Rubric:

<b>Not Evident</b>	Little or no evidence exists
<b>Emerging</b>	Evidence indicates early or preliminary stages of implementation of practice
<b>Operational</b>	Evidence indicates practices and procedures are actively implemented
<b>Highly Functional</b>	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

**Indicators:** In fulfillment of this standard, the school:

5.1 Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities:

**Operational**

5.2 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience):

**Operational**

5.3 Ensures that all staff participate in a continuous program of professional development:

**Operational**

5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school:

**Operational**

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5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement:

**Operational**

5.6 Monitors all financial transactions through a recognized, regularly audited accounting system:

**Highly Functional**

5.7 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants:

**Operational**

5.8 Possesses a written security and crisis management plan with appropriate training for stakeholders:

**Highly Functional**

5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning:

**Highly Functional**

5.10 Provides appropriate support for students with special needs:

**Operational**

### **Focus Questions:**

***1. What is the process for recruitment, induction, placement, development, evaluation, and retention of qualified teachers, administrators, and support staff?***

The Polk County School Board and Kathleen High School utilize a variety of methods to attract highly qualified and motivated professional educators to our school. Among the most common recruitment methods, our school participates in county and state job fairs and advertises on the county website. The county provides several incentives for teacher candidates to choose Polk County including a \$1,500 relocation bonus and negotiated discounts on housing. The recruitment office has submitted a proposal for new teachers to also receive a \$1,000 bonus for accepting a position at a D or F school, \$1,000 bonus for teaching reading or ESE and \$1,000 travel reimbursement for any teachers that traveled from out of state to interview or sit for certification exams. The school board also provides a competitive benefits package including health, vision, and dental insurance. Our recruitment office is extremely active and sends recruitment teams to college and universities all over the United States. Mr. McClellan serves on the recruitment team and visits different colleges and universities in an effort to locate excellent teacher candidates for Kathleen High School and Polk County schools. The recruitment office and teams work alongside administrators to assist teacher candidates with appropriate placement. A great deal of effort is made to match candidate's strengths, desires and goals with individual schools and their administrations. The recruitment office is not only active during the primary hiring months, but continues to seek out qualified, certified staff throughout the school year to fill vacancies as they may occur.

The induction program of Polk County is quite extensive. All new teachers are required to attend a three day program called TIPS and NEO. TIPS is the teacher induction program and consists of a two day training and includes information about basic classroom management, personal organization, curriculum overview and survival strategies and resources. Teachers are also exposed to content from Ruby Payne's A Framework for Understanding Poverty. TIPS also provides time for new teachers to network with county personnel and each other to develop a support staff outside of each school site. NEO is our New Employee Orientation which familiarizes new staff with district policies and procedures

including the Educator Code of Ethics. Teachers are then required to attend at least two follow up sessions where Nationally Board Certified Teachers work with small groups of new teachers to explore a variety of topics chosen by the new teachers. Teachers report very positive feelings regarding these sessions as often this follow-up is the only time they are able to hear about the challenges shared by their peers allowing them to understand that many new teachers go through highs and lows as they learn their craft.

At our school site, each new teacher is paired with an experienced, mentor teacher who has been trained to work with new teachers. The mentors are assigned by the assistant principal with input from Mr. McClellan. Assignments are generally made to match personalities and content areas. Prior to the beginning of each school year, KHS hosts a "Back to School" luncheon for new teachers and their mentors, department representatives, guidance counselors and the leadership team. This provides time for our new teachers to become familiar with a small group of our staff and hopefully feel more comfortable in their new family. New teachers receive a "new teacher toolbox" filled with office and teacher supplies and a staff shirt. To support new teachers, the assistant principal prioritizes their teaching assignments and their room assignments. New teachers are given fewer preps and remedial courses are kept to a minimum. Unfortunately, new teachers often have to float from classroom to classroom, however, experienced teachers have been moved out to our portables to provide building space for new teachers. This provides new teachers with classrooms surrounded by many peers for collegiality and support and if teachers must float, teachers are assigned rooms and an office space within one building to prevent floating teachers from having to move from building to building. Floating teachers are also provided with laptops and portable teaching carts with locked cabinet space for personal belongings. The laptops enable teachers to connect to the internet from every classroom and access printers in each location. Administration sends notification to every floating teacher and the teachers who have someone floating in their classroom prior to the beginning of the school outlining the expectations for all teachers sharing classrooms. One of the expectations is that all teachers must go to a common planning room to provide the floating teacher with a feeling of ownership within the classroom without the pressures of having a veteran, experienced teacher "observe" them.

In addition to the support provided before school begins, new teachers are also supported by our reading coach who provides regular meetings to assist them with topics as they arise throughout the school year. New teachers are also part of the Professional Educator Competency (PEC) program. PEC provides teachers with the opportunity to be observed and receive feedback at least twice during the school year. The new teachers are recognized as a precious resource and every effort is made to support them so they may have the opportunity to become master KHS teachers.

The recruitment, induction and placement of administrators is primarily conducted at the district level with administrators being selected by the Superintendent of Schools. Upon hire, new administrators become part of a learning community of new administrators to provide training and support as they learn their new job roles. Administrative pay is competitive within the state and support provided by the county's servant leadership encourages administrators to not only remain in Polk County, but to remain in challenging administrative positions.

Support staff is recruited through the county website and their hire and placement is conducted by school site administration. Their pay is competitive with surrounding counties and they receive the same benefits package as teachers and administrators. Their evaluation is conducted annually by the school principal with input from their direct supervisor.

## ***2. How does the leadership ensure that the allocation of financial resources is supportive of the school's vision, educational programs, and its plans for school improvement?***

The administration, with continued input from the staff, establishes clear goals, high expectations and rigorous standards for the educational program and school improvement. School improvement funds are allocated by Mr. McClellan through staff consensus and through data driven initiatives as supported

by the School Improvement Plan (SIP). The SIP is the primary driving force behind budgetary decisions as programs and materials are purchased to achieve the school's vision, established educational goals and plans for improvement as identified by each of the committees when revising the SIP.

**3. How does the leadership ensure a safe and orderly environment for students and staff?**

The leaders in our school and district have established and implemented procedures and contingency plans to ensure the safety and security of all learning community members. All instructional staff members are assigned supervisory duty around the campus before, during and after school and security guards and the school resource deputy monitor not only our campus, but the surrounding area enabling school administration to be proactive. The school has all required emergency and evacuation plans on file and evacuation routes are posted in each classroom. Monthly fire drills are conducted and annual tornado drills are conducted as required by Polk County Schools. The leadership team has also obtained a night security guard and installed 16 security cameras monitored by our school resource deputy to ensure campus security. Security is further enhanced by perimeter fencing and lighting throughout our campus.

Last school year our emergency procedures were tested as our campus went on an eight hour lockdown caused by an armed fugitive hiding in close proximity to our school. Our administrative team was responsible for the safety of our students and staff, feeding students and staff as lunch had not been served, and communicating current events with our students, staff and community. With the assistance of the sheriff's department and county personnel, all members of our learning community were safely escorted to a local area church where students were released to family members. As a result of this incident, we were able to confirm our emergency plans are appropriate and provide for the safety of all individuals and many of the measures we implemented during our crisis are now part of our countywide protocol for emergencies.

**4. What process is used to ensure and monitor that each student has access to guidance and resource services that meet the needs of the student?**

The Student Services Department of Kathleen High School is a model for the district. Student needs is priority one and the entire department strives to ensure all students have appropriate and timely access to guidance and resource services. Guidance counselors meet with all students on a scheduled basis to ensure they remain on track to achieve their goals. Early in the 9th and 10th grade years, counselors meet with students to discuss and review high school issues such as grade point calculations, required credits and FCAT requirements. Time is established for goal setting and exploration on Facts.org. Counselors meet individually with 11th and 12th grade students to review progress towards graduation and identify options available to students based on their future goals. Every student meets with their guidance counselor several times a year. This helps to establish a working relationship between counselor and student providing a support network for students.

Guidance counselors also schedule students, maintain scholastic records, support students and faculty with academic deficits and assist with scholarship opportunities and career counseling. As necessary, students and/or their families are referred to outside services or facilities for additional mental health or counseling needs.

Students may also request to see their guidance counselor or the college and career specialist whenever necessary. Students submit a completed request form and retain a carbon copy for their records. This process helps to ensure all students receive timely services. Students are also able to

access student services information and submit requests via our website. Students at Kathleen High School report that our student services department is exceptional and responsive to student needs. Our Student Services Department believes in meeting the individual needs of each student and consequently this department and their services is one of our strengths.

### **Overall Assessment:**

**Operational:** The school has human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff members who are well qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The school ensures compliance with applicable local, state, and federal regulations. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

## Standard 6. Stakeholder Communications and Relationships

**STANDARD:** The school fosters effective communications and relationships with and among its stakeholders.

**Impact Statement:** A school is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

**Indicators Rubric:** Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

### Definitions of Indicators Rubric:

<b>Not Evident</b>	Little or no evidence exists
<b>Emerging</b>	Evidence indicates early or preliminary stages of implementation of practice
<b>Operational</b>	Evidence indicates practices and procedures are actively implemented
<b>Highly Functional</b>	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

**Indicators:** In fulfillment of this standard, the school:

6.1 Fosters collaboration with community stakeholders to support student learning:

**Operational**

6.2 Has formal channels to listen to and communicate with stakeholders:

**Operational**

6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school:

**Operational**

6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders:

**Operational**

6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders:

**Operational**

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**Focus Questions:**

***1. How does the school's leadership ensure that the school is responsive to community expectations and stakeholder satisfaction?***

Budgetary funds are allocated and used annually to assess Kathleen High School's climate which analyzes the results of data supplied by stakeholders and community members culminating in a detailed electronic and hard copy report. This climate survey serves as the primary source of collective data regarding expectations and evaluation of stakeholders' level of satisfaction in regard to stated expectations. The survey acts as one of the formal channels that administrators, staff, SAC committee, and Student Support Services use to identify areas that are strengths as well as areas needing improvement. The leadership team specifically looks at two areas: those areas identified as needing improvement and any areas with significant discrepancies between groups.

The above mentioned subgroups are assigned, by the principal, the task of analyzing and evaluating the compiled data from the climate survey as a representative cross-section of stakeholders. These subgroups review responses to questions that pertain to the following areas: communication, the school's ability to effectively share information, ideas, and data, planning, the school's ability to develop and implement decisions that supports the school vision and mission as well as emphasizing the school's commitment to the continuous advancement of the school's improvement plan; staff development, the school's ability to establish or modify practices to ensure the achievement of identified educational goals of our students; curriculum and instruction, the school's ability to impart knowledge based upon established actions, practices, and procedures; and school climate, the school's ability to provide and foster an effective learning environment resulting in a quality instruction for all our students. Each subgroup's analysis and evaluation focuses on each of these items and their overall relationship as categorized by each of our stakeholders' perspective (parents, staff, students, and community representatives). This analysis and evaluation serves as the basis for gauging the school's responsiveness to stakeholders' expectations and satisfaction as well as providing the basis for analyzing progress toward the continued improvement of the school.

***2. How does the school's leadership foster a learning community?***

The leadership of Kathleen High School provides numerous research based strategies that focus on increased effectiveness in providing and fostering a learning community. These researched based strategies are implemented through continuous professional development that is pertinent to the curriculum and outcome based objectives established as the protocol that best identifies our community of learners. Administrative classroom walk-throughs are done on a daily basis to monitor and manage the learning environment which provides timely feedback to our faculty and staff on the effectiveness of practices, procedures, methods, and classroom strategies that have been implemented to foster a learning community. The collaborative effect of administrative leadership, feedback, and staff implementation helps to build and maintain an effective learning environment for our students.

***3. What avenues are used to communicate information to stakeholders about students, their performance, and school effectiveness?***

The single most effective means of school-wide communication is the ConnectEd phone system that is provided through Polk County Schools. Phone messages can be sent to students and their families regarding information pertaining to the entire school, specific grade levels, or individual students and families. This method of communication has proven to be most effective when it comes to contacting

parents regarding academic activities or other important program components including school and or community emergency notifications, school meetings or functions, and important dates and deadlines.

PCSB Website is a countywide website that serves as a primary source of current district information with relevant links to specific sites that provides detailed information to the various stakeholders within our community. The Kathleen High School website is also a primary source for current information pertaining to the school and its stakeholders. The website includes important links to faculty email and teacher websites, school calendar, FCAT related information and dates, ACT and SAT information, grades and attendance access through Parent Internet Viewer (PIV), complete assessment schedules for the school year, No Child Left Behind/AYP information, school lunch menus, as well as links to the media center, career academies, extracurricular activities, alumni, and sports.

The Lakeland Ledger, Polk County's largest newspaper, partners with Polk County Schools with a special section that highlights district schools on a rotating schedule as well as publishing newsworthy information and events on a regular basis. Kathleen High School regularly participates with the Ledger to inform its stakeholders of pertinent, relevant news and reports reflecting expectations and satisfaction.

Interims and report cards are distributed to students and parents at designated intervals throughout the school year. Interim reports are distributed to all students at the mid-point of each nine-week grading period. Report cards are distributed to all students four times during the academic year, at the end of each nine-week grading period.

FCAT Student and Parent Reports are generated in the spring of each academic year by the State of Florida's Department of Education as a tool for parents to compare their student's score to the score expected of students in the same grade and to follow the academic progress of their student from year to year. These reports are distributed to our parents, our primary stakeholders, each year to inform them about the progress of their students in towards the Sunshine State Standards established by the State of Florida in reading and mathematics.

### **Overall Assessment:**

**Operational:** The school has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate good participation by some stakeholder groups. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

## Standard 7. Commitment to Continuous Improvement

**STANDARD:** The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

**Impact Statement:** A school is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

**Indicators Rubric:** Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

### Definitions of Indicators Rubric:

<b>Not Evident</b>	Little or no evidence exists
<b>Emerging</b>	Evidence indicates early or preliminary stages of implementation of practice
<b>Operational</b>	Evidence indicates practices and procedures are actively implemented
<b>Highly Functional</b>	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

**Indicators:** In fulfillment of this standard, the school:

7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results):

**Highly Functional**

7.2 Engages stakeholders in the processes of continuous improvement:

**Operational**

7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning:

**Highly Functional**

7.4 Provides professional development for school personnel to help them implement improvement

interventions to achieve improvement goals:

**Operational**

7.5 Monitors and communicates the results of improvement efforts to stakeholders:

**Operational**

7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement:

**Operational**

**Focus Questions:**

***1. What is the process for continuous improvement used by the school and what are the results that this process is delivering for student performance and school effectiveness?***

The research-based school improvement model selected by Kathleen High School is the 8-Step Continuous Improvement Model (CIM), a data-driven, results-oriented improvement model. It has been integrated with the philosophies of both Total Quality Management (TQM) and Effective Schools Research. The leadership team has developed focus calendars and focus lessons based on 2007 disaggregated test data to meet the instructional needs of our learning community. The administration and team leaders for each department are responsible for monitoring progress of the Continuous Improvement Model implementation. Monitoring is done through classroom visits, informal conversations with students, documentation of proficiency ratings in each course and through data monitoring after each assessment.

This is the third year for our Continuous Improvement Model and some adjustments have been implemented to ensure school targets are reached. All reading, math and science assessments and follow-ups will be conducted within the English/Language Arts, Mathematics and Science classes. By providing the assessments and follow-up in the English/Language Arts, Mathematics and Science classes, students will be held more accountable for their performance and follow-up will be more immediate and relevant. The Reading portion of the CIM model has also been adjusted. Rather than having everyone focus on only one strand at a time, the focus calendar has been developed around the assessed clusters. This will enable the CIM assessments to more closely mirror the reading passages on the FCAT by asking questions that fall into more than one strand for each passage.

The results of the model speak for themselves. Kathleen High School made progress in every cell of the Florida school grading formula this past year. More specifically, the CIM model is delivering positive results for student performance as evidenced by the growth shown from assessment to assessment. Teachers and administrators review the progress and post charts in each classroom illustrating the growth of each class. Student growth is reflective of our school's effectiveness as evidenced by CIM assessments, accompanied by Kaplan benchmarks and Write Score, Inc. assessments.

***2. What steps are taken to ensure that the improvement goals reflect student learning needs that are aligned with the vision and purpose of the school?***

School improvement goals and the vision and purpose of KHS are directly connected. The vision of our school is reviewed annually and our School Advisory Council and staff maintains a focus on improved student achievement, thereby ensuring student learning needs identified in our School Improvement Plan (SIP) reflect the purpose of our school. Committees made of faculty members and School Advisory Council members review the SIP and establish new academic goals and student achievement

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targets. Given that our school has academic challenges in several areas, our SIP reflects our goal of reaching AYP through the Safe Harbor clause of No Child Left Behind. Also located in the SIP are the targets that have been identified for each cell of the Florida school grade formula.

**3. What process is used to ensure that the school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?**

A professional development plan designed to support our student learning needs is developed annually by the leadership team. Professional development priorities are identified in the School Improvement Plan and ensure the activities directly support the academic targets. Teacher identified needs are also used to assist with the professional development plan. All instructional staff members are required to complete an Individual Professional Growth Plan (IPGP) identifying student learning needs and teacher training needs. All faculty members are required to attend bi-weekly plan period meetings where professional development activities take place in small groups. These activities include training on the FCAT Writing Rubric, data analysis, school grading formula, AYP calculations, instructional strategies and classroom management techniques. Additional professional development opportunities are also available through the county and state and on a volunteer basis at KHS. This school year CRISS was offered after school and attended by 60 staff members. Late in the year an ESOL class will be offered to members needing to meet their ESOL training requirement. Technical assistance for professional development implementation is provided to teachers by the reading coach, academic dean, assistant principals, county personnel and KHS teacher leaders. Assistance is provided in the form of coaching, small learning groups and modeling. Assistance is provided whenever a teacher requests assistance or members of the leadership team identify a teacher struggling with implementation. The goal of professional development activities is to support teachers as they strive to increase academic achievement of their students by providing teachers a repertoire of best practices and high yield strategies to enhance teaching and learning.

Kathleen High School also benefits from being a College Board Florida Partnership School. Through the partnership, our students receive access to SAT preparatory materials including The Official SAT On-Line Prep Course, SAT guides and Kaplan SAT study guides. Our administrators and faculty benefit from College Board sponsored professional development activities, vertical team training and scholarships to the AP Summer Institutes. The professional development and technical assistance provided through the College Board help to keep our activities relevant and timely assisting with interventions and the achievement of improvement goals.

**4. How does the leadership ensure that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders?**

The principal establishes a calendar of planned meetings for the school year to provide updates and monitoring of progress towards our achievement targets. At the beginning of the year, Kathleen High school communicate the results of improvement efforts to stakeholders through the website, mailed communications home and school sponsored informational meetings. The leadership team also meets regularly to review the goals, objectives and strategies identified in our School Improvement Plan (SIP). Progress monitoring provides a mechanism to monitor progress towards achievement targets and the achievement of the goals is determined by, among other things, FCAT data each spring. The goals and objectives of the SIP are shared with stakeholders at school sponsored meetings and at various community meetings. Personnel from the district's Assessment, Accountability and Evaluation department and support staff provided by the State of Florida also monitors the implementation and achievement of our SIP. The SIP is also available in hard copy at the front desk and is posted on our

school website.

Our school also participates in Celebrate Schools, a special feature of the Lakeland Ledger highlighting area schools. Our journalism teacher oversees the submission of articles written by our students. Celebrate Schools is used to spread news regarding our achievements and also to announce upcoming events and programs.

### **Overall Assessment:**

**Operational:** The school implements a collaborative and ongoing process for improvement that aligns most functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

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## Conclusion

The following focus questions reflect the school's overall analysis of its internal evaluation of the accreditation standards.

### Focus Questions

***As you review your responses to the standards, what major trends, themes, or areas of focus emerge that cut across the seven standards?***

A major theme that cuts across the seven standards is the use of data-driven decisions. Data is used to develop our vision and is used to determine the goals of our School Improvement Plan. Data is used to determine instructional learning needs of our students and professional growth needs of our instructional staff. Data is used to measure our results and progress towards goals and is used to evaluate our resources, support systems and community relationships. Data is used to develop the master schedule, establish administrative duties and teacher assignments and determine student services. Data is evaluated prior to and after the initiation of programmatic or administrative changes.

As a struggling school, data is our weapon of choice as we seek to provide rigorous instruction for all students to increase their academic achievement and ensure the availability of future opportunities. The decisions made and goals established based on data have resulted in positive outcomes for our teachers and students. Using data is the only way to make sound, competent decisions to continuously increase the achievement of our school.

***Based on your review of these cross-cutting themes/trends and each of the seven standards, what would you consider to be your school's greatest strengths?***

Our greatest strength is our commitment to meet the individual needs of students and staff as we strive to do what's best for each child, not necessarily what's easiest for the adults in the building. The emphasis on the individual student is supported by dedication to teamwork, communication and cooperation with a foundation built on respect for others. The administration of Kathleen High School believes all members of the Kathleen family must be known, valued and inspired; all members are necessary for success and are valued as individuals. This philosophy is evidenced through our daily interactions with each other and a focus on the needs of the individual as we strive to meet the goals of the learning community.

Another strength is our focus on data driven instruction. Our staff is dedicated to using data to determine the learning needs of our students and the professional growth needs of our instructional staff. We use various data sources to promote collaboration in an effort to enhance teaching and learning in all areas including academic and personal growth. An emphasis is placed on instruction based on data and instructional initiatives and professional development plans are based on information gathered on a regular, continuous basis. All decisions for scheduling, curriculum, student activities, discipline, and student services are made based on data analysis and only after ensuring decisions are aligned with our vision and purpose.

***What would you consider to be your school's greatest challenges?***

Our school's greatest challenges are the lack of involvement of our outside community and public perception. In a community with three other high schools, two of which are high achieving, we have difficulty obtaining and maintaining active support from local businesses and community groups. We continually seek out ways to network and access community partnerships as a way to support our programming and also to provide additional resources for our students and teachers. Over the past several years, we've been able to establish a few significant relationships, however, those have been mostly through our athletic department. While we recognize this as a disadvantage for our learning community we also embrace the challenge of educating our local community about the excellence at Kathleen High School. We firmly believe progress can and will be made in this area as we continue to present a professional image dedicated to the development of young people; education is economic growth.

Our other challenge is public perception. Our facility is in need of updating and the location often provides an image not congruent with the teaching and learning that occurs inside our perimeter. However, the district has also recognized the need for facilities improvement and has approved a master plan which includes \$14,000,000 worth of improvements as well as a change to the entrance of our school so that visitors and perspective students and staff will focus on Kathleen High School and not the surrounding community.

***How will you use the insights gained from this self-assessment to inform and enhance your quality assurance and continuous improvement efforts?***

Our school community has gained a renewed awareness about how we conduct business. Often times we go about doing what we do because it's what we've always done, but members of our learning community have reconnected with not only the what, but the why of how we determine student needs, address professional growth areas and identify achievement targets. This process has also provided a new appreciation for who we are and how well we work together to meet the needs of students and families. The insights gained through this self-assessment process will be used to create a more cognitive awareness of what we are about as a learning community as we develop ways to better measure the quality of our instructional program and continuous improvement efforts by identifying methods to measure and address the seven standards on an annual basis within our School Improvement Plan.