



**Lone Star Charter High School
School Improvement Plan 2019-2020**



2018-20 School Improvement Plan

School Type	Title I	Free/Reduced Price Lunch
High	Yes	%
Alternative/ESE Center	Charter School	Minority
No	Yes	%
School Grades History		
School Board Approval		

This plan is pending approval by the Board of Trustees

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The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress.

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

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

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

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

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

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

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Supportive Environment

School Mission and Vision

The mission of Lone Star Mycroschool is to help at promise students earn a standard high school diploma and prepare for post-secondary success.

The vision of Lone Star Mycroschool is to provide quality education to all students regardless of their life circumstances, recognizing that at risk students have different needs, learn at different rates, and have diverse learning styles which cause many of these at promise students to drop out of school.

School Environment

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

The school fosters a positive student culture by creating opportunities for students to interact with staff and the student body. Students have the opportunity to showcase their cultural values throughout the school year i.e. African American History, Hispanic Heritage, etc.

This interaction provides students a unique experience to learn and respect the different cultures representative of the student body. This interaction provides an insight to student interest and gives the teachers a better understanding of their students' needs. Teachers create a safe environment in their classrooms where their students are able to discuss their culture and how they learn through a process of interactive activities in the classroom and showcased for all stakeholders to see.

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

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Our school has built a safe and secure climate in a small learning environment that is founded upon mutually respectful relationships among students, parents, the community, faculty, staff, and school leadership. The school provides a safe and secure learning environment with small student/teacher ratios for personalized attention. Learning activities focus on developing respect for self and peers, and building relationships with peers, teachers, family, and community.

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

The school follows the District's Code of Student Conduct. In addition, the school has established rules and regulations with regard to behavior, and require parents and students to abide by these rules and regulations through a written Student/Parent Contract. The school follows the guiding principles when dealing with student misbehavior:

- All behavior results in a consequence
- A positive and conducive learning environment cannot occur without maintaining order and discipline.
- Discipline must be fair, firm, consistent, appropriate, and impartial.
- Punishment must be appropriate for the misbehavior displayed
- Corporal punishment is not permitted.
- All staff, parents, and students must be cognizant of what the rules are and what is expected of them.
- All discipline must be consistent with all applicable laws and regulations related to student rights and due process.
- A safe, clean, and orderly environment is an absolute prerequisite for effective teaching and learning.

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

The Principal and other school personnel meet with community agencies that provide services to students and families with the goal of encouraging community-based service providers to partner with the school to provide necessary services to students and their families. This link with external sources of supportive services benefit the students in ways listed below:

- Providing needed services and resources for students and families, such as:
- Individual, group, and family counseling
- Drug and alcohol abuse prevention

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- Crisis intervention
- Mental health evaluations
- Pregnancy counseling and parenting skills
- Probation and truancy services
- Allowing for follow-up and referral to outside agencies as needed
- Having additional role models for students

Early Warning Systems

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

Lone Star Mycroschool's early warning system assists in identifying students early and providing them with support so that they can get back on track and graduate from high school. The early warning system uses readily available data to systematically identify students who are at promise; identified students then can be matched with appropriate interventions to help them get on track for graduation. Indicators include: attendance, behavior, state exams, and screening exams.

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

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

Early Warning Indicator	9	10	11	12	Total
Attendance Below 90%	49	78	62	70	259
Below Grade Level on Screening Exams	31	48	69	55	203
Level 1	21	36	15	30	102
Level 2	5	16	26	18	65

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

Students exhibiting two or more indicators

Indicator	9	10	11	12	Total
Students exhibiting two or more indicators	33	20	10	12	75

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

Our accelerated learning model is student-directed, mastery-based, and technology-enhanced learning to serve over-age, under-credited, and retained students who learn at different rates and have diverse learning styles. Using a combination of instructional software, student-directed learning activities, and supplemental resources and materials, the curriculum will have the breadth and depth to provide students with the required courses to comply with the graduation requirements to earn a high school diploma. The school's innovative instructional program will contain the following elements, which contribute to student learning and achievement and reduce the likelihood that a student will drop out.

- Small Learning Environment – Safe and secure learning environment that will provide small student/teacher ratios for personalized attention and learning.
- A Blended Teaching and Learning Environment – Evidence-based instructional software designed to deliver content requiring ongoing interaction between the teacher, the learner and the software.
- Rigorous and Relevant Curriculum – Curriculum aligned to the State Standards focused on making real-world connections relevant to students' lives.
- Individual Success Plan – A comprehensive plan that serves as a “roadmap” to student success.
- Lesson and Module Based – Self-contained student learning activities based on a specific concept and topic.
- Ongoing Communication of Student Progress – A virtual portal for students, parents, teachers, and administrators to track, monitor, and measure individual student progress toward completion of the Individual Success Plan.
- Direct Instruction – Individual and small group instruction led by highly qualified teachers that is focused on targeted intervention
- Mastery-based Instruction – Instruction guided by individual student mastery rather than seat time as the student works toward achieving state standards.
- Seminars – Relevant learning opportunities for students to interact with experts in chosen career fields during school-sponsored career days.
- Respect and Relationships – Learning activities focused on developing respect for self and peers, as well as learning and building relationships with peers, teachers, family, and community.
- Students with high truancy are placed on attendance contracts requiring 90-100% attendance in order to earn credits towards graduation. Their attendance is monitored closely and parents are notified each time the student is absent.

Family and Community Involvement

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

Will the school use its PFEP to satisfy this question?

PFEP Link

The school completes a PFEP, which is available at the school site.

Description

Parents are invited to attend orientation meetings twice per year. They receive weekly Progress Reports via email regarding their students' work and attendance during the week. Every parent is contacted by phone at least once per month with a positive comment about their child. Our administration and teachers are available by phone and in person during school hours. We encourage all contact with parents.

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

Formal and informal partnerships with community agencies and postsecondary institutions are developed to enhance the services provided to all students. The Principal secures affiliation agreements with community agencies and postsecondary institutions to bring university mental health and social work program interns on campus and enhance the overall social services provided. Teachers hosts College and Career Fairs, postsecondary presentations and workshops, and connects with community industry representatives for the purpose of connecting students to additional college and career representatives and resources. Some of the activities associated with community involvement are: open houses, periodic newsletters, partnership agreements, intern programs, creation and involvement of the school's charter board.

Effective Leadership

School Leadership Team

Name	Title
LaShanda Evans	Principal
Marilyn Free	Reading Teacher
Chandra Washington	ESE Teacher
Tameka Sapp	Elective's Teacher

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

LaShanda Evans Principal - is responsible for:

- (1) Providing instructional leadership, contractual accountability, and day-to-day leadership of educational and operational activities of the school
- (2) Recruiting, hiring, and retaining highly qualified school staff
- (3) Leading all initiatives to ensure school meets defined instructional goals
- (4) Collecting and analyzing school data as the basis for monitoring and improving the school's measurable outcomes and contractual obligations with a focus on a cycle of continuous improvement.
- (5) Monitoring and evaluating staff performance systematically and regularly provide staff feedback and develop professional growth plans when necessary. Follow through with progressive discipline when expectations are not met.
- (6) Leading staff to accomplish the defined accountability measures to include contractual obligations and federal, state, and district requirements.
- (7) Fostering effective communication and relationships with all internal and external stakeholders which would include the company's mission and vision, performance results, school activities, and other information pertinent to the individual stakeholder groups:
 - Staff
 - Student
 - Parents
 - School district personnel
 - Charter School Board of Directors

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- Referring schools
- District representatives
- Community partners
- Local media
- Other stakeholders as identified

(8) Facilitating a school climate that is conducive to student learning and implement research-based instructional practices.

(9) Complying with all federal, state, and district safety and security requirements to ensure a safe and secure environment for students and staff. Lead the school management team in developing and implementing emergency procedures.

LaShanda Evans Principal - is responsible for:

(1) Managing the academic progress of students; maintaining a climate conducive to teaching and learning; ensuring effective delivery and improvement of instruction; supervising, mentoring, and developing instructional staff; and ensuring that the school meets its defined goals.

(2) Assisting Principal in facilitating and monitoring a school climate that is conducive to student learning and implementing research-based instructional practices aligned with the state standards

(3) Overseeing all aspects of the core academic program to include, but not be limited to:

- Ensure fidelity of implementation of all approved academic software, off-line curriculum and assessments
- Development of Individual Success Plans (ISP)
- Ensure student academic records are accurate and up to date
- On-going individual student academic advising
- Student preparation and staff administration of all standardized assessments
- Compliance with Exceptional Student Education (ESE) and English for Speakers of Other Languages (ESOL) requirements

(4) Assisting Principal in: and hiring highly-qualified instructional staff, supervise and retain highly qualified instructional staff, ensuring instructional staff meets expectations for performance accountability, professional development initiatives, perform all other duties as deemed necessary, which are aligned in accordance with federal, state, and district policies and procedures, to ensure that student educational and behavioral goals and objectives are achieved.

Marilyn Free Reading Teacher - is responsible for:

(1) Coaching, motivating, and instructing instructors within the company model, with attention given to reading interventions and instruction that result in high school graduation

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and career or college readiness for our students.

(2) Providing a learning environment of high student accountability in reading that is student-centered and aligned with the school's academic goals and specified objectives.

(3) Providing direction and leadership within the school and classroom by displaying deep and effective working knowledge of the reading process and demonstrating best practices relating to teaching, intervention, and instructional techniques in content area text.

(4) Maintaining, disaggregating, and providing progress-monitoring reports, reading records, and other student records as required by district or state regulatory guidelines and company policy and procedures.

(5) Collaborating effectively and professionally with peers to develop, plan, and implement best educational practices based upon the individual academic needs of the students that are aligned with company goals.

(6) Participating in professional development courses or activities to maintain appropriate certification or credentials based on position.

Chandra Washington ESE Teacher - is responsible for:

(1) Coaching, motivating and instructing special education high school students within the company model, with attention given to each student's Individual Success Plan (ISP) and Individual Educational Plan (IEP); collaborating with classroom teachers and support staff to insure that the instructional and social-emotional needs of the special education student are met.

(2) The ESE teacher also works with the school's Administrators to ensure that all ESE paperwork and reporting requirements are in compliance with national, state, and district regulations and serves to facilitate and insure compliance with state, district, and company Response to Intervention (RtI) policies. The ESE Teacher position is responsible for coaching, motivating and instructing special education high school students within the company model, with attention given to each student's Individual Success Plan (ISP) and Individual Educational Plan (IEP).

(3) Provide a learning environment that is team-oriented, student-centered and aligned with the company's and special education student's academic goals and specific IEP objectives.

(4) Provide direction and leadership within the school and classroom by displaying deep and effective working knowledge of the needs of the special education student and demonstrating best practices related to teaching, supporting, providing modifications, interventions, and instructional techniques in content area text.

(5) Act as counselor, adviser, facilitator, advocate, and coach to support, mentor and guide the ESE students through their ISP and IEP.

(6) Maintain, disaggregate, and provide progress monitoring reports, IEP compliance, attendance and behavioral records, academic grades, and other student records as required by national and state regulatory guidelines as well as company policy and procedures.

(7) Collaborate effectively and professionally with peers to develop, plan, and implement best educational practices based upon the individual academic and/or behavioral needs of the student

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that are aligned with IEP and company goals.

(8) Participate in professional development courses or activities to maintain appropriate certification or credentials based on position.

Tameka Sapp Elective's Teacher - is responsible for:

(1) Working with students in career exploration, research and planning, employment skills, interpretation of career and college assessments, job placement, securing and disseminating resources that assist students through the process of post secondary exploration, application, and selection; working closely with teachers, administrators, support staff, employers, and others to accomplish the goal of all students successfully transitioning to a post secondary pathway.

(2) Assist with student orientation process.

(3) Coordinate post secondary readiness, preparation and transition activities.

(4) Monitor students' post-secondary transition progress and My Success®, document and record all post secondary activity.

(5) Manage the College and Career Center and its activities. Network with community resources in order to provide experiential learning in careers through work experience, job shadowing, internships, and possible employment.

(6) Assist students in the development of job readiness skills and personal qualities to prepare them to be competitive in the job market; i.e., personal appearance, punctuality, courtesies of expression, responsibility, confidentiality.

(7) Organize employment and post secondary functions for students, parents and family members (financial aid, career days, motivational speakers, college admission representatives, military recruiters, field trips, etc.)

(8) Assist in all initiatives to ensure school meets defined FTE enrollment and attendance goals.

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

The school leadership identifies and aligns all of the resources in order to meet the needs of all of the students by conducting regular professional learning community meetings that focus on sharing and developing best practice amongst peers who are linked with and have a shared sense of responsibility for a designated group of students. The PLCs build capacity so that members are constantly developing their toolbox of strategies to improve student outcomes. The school based teams that are adept at solution planning and hold each other accountable for following through on agreed upon actions. The PLCs are rooted in data based decision making, action research and job embedded professional learning.

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Research repeatedly reinforces that highly effective schools are consistent in their practices and dedicated to monitoring data for signs of underperformance against their key goals. The Principal and Leadership team meet weekly to shape the successful implementation of PLCs. The PLC leaders ensure that the team members share progress and performance challenges in their classes, and clarify the needs from assessment data and other student level data. The Leadership Team schedules PLC meetings into the school’s annual cycle of team meetings, data collection and opportunities for engagement with parents / families. The PLC meetings are reserved for discussion about student outcomes and learning & teaching strategies to support student progress and achievement and prevented from creeping into day-to-day issues. The PLC meetings connect teacher growth opportunities to improving teaching and learning outcomes.

The Leadership Team will monitor and adjust the school’s academic and behavioral goals through data gathering and analysis. In addition, the Leadership Team will monitor the fidelity of the delivery of instruction and will provide levels of support and interventions to students based on data.

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
LaShanda Evans	Principal
Chandra Washington	ESE Teacher
Chandra Washington	Instructional Coach

Describe how the LLT promotes literacy within the school

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, lead teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month.

The principal selects team members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Literacy Leadership Team. The team will meet monthly throughout the school year. The LLT maintains a connection to the school’s Response to Intervention process by using the Rtl problem solving approach to ensure that a multitiered system of reading support

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is present and effective.

The major initiatives supported and implemented by this team include implementation of the reading plan, standards aligned, Core Curriculum, and the MTSS RtI problem solving process. The LLT will focus on assisting teachers with making clear connections between assessment data and targeted differentiated instruction as well as increasing the rigor of instruction.

Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

The implementation of school-wide reading strategies across all content areas, modeling, coaching and professional development is provided by the reading teacher for teachers and students.

Public and Collaborative Teaching

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

The school recognizes individual and group accomplishments on a regular basis; celebrations are tied directly to the school's mission, vision, values, and goals. Collaborative job embedded professional learning time is embedded into staff's daily schedule. Time is used to build teaming skills focused on collaboratively planning for student achievement, problem solving and building a common language for teaching and learning. Teams build knowledge and understanding of new systems introduced, such as new technology assessments, and curricular options. Teams will work together to share best practices. Time Monthly is set aside for professional learning as well as collaborative learning; vertical articulation and data analysis.

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

The steps in the recruitment and hiring process generally follow the steps below, but may be modified slightly for particular positions:

- (a) A nationwide search is conducted, including referrals from board members, job postings in Education Week, Monster.com, teacher-teacher.com, CareerBuilder.com and other pertinent publications.
- (b) The Principal reviews all resumes for staff.

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(c) Screening interviews are conducted by phone to ensure the right fit for the teacher to the job with the School.

(d) Interviews are conducted with the Principal.

(e) Background and extensive reference checks are conducted.

(f) Upon the return of a successful background check, an offer of employment is extended to the candidate, offering a compensation and benefits package competitive with the local job market for teachers and support staff.

All faculty and staff have the certification, endorsement, or other credentials required for their positions. No teacher or staff member will be hired who would not have been eligible for hire by the School District.

Professional development is extensive and ongoing, incorporating evidence based strategies and resources. Professional learning activities focus on coaching and mentoring, and team teaching. Administration meets regularly with teachers and periodic incentives are provided for high performing staff.

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

Our school's teacher mentoring program consists of pairing or assigning a veteran teacher to act as an adviser or coach for a beginning teacher in order to form a formalized relationship that can help provide support and opportunities for growth. Our mentor teachers play an essential role using strategies such as consultation, demonstration, and observation that act as the primary source of assistance for our new teachers.

The rationale for pairing two language arts teachers include having the mentor teacher demonstrate and model effective teaching that the beginning teacher can learn from in order to implement effective strategies that will help students achieve academically. Our mentor teacher will provide feedback that will help our beginning teacher understand her teaching style and pinpoint areas that will help her be more effective.

The rationale for pairing the two content area teachers relates to how well the veteran teacher manages the classroom environment. The beginning teacher can learn how to effectively manage a classroom using time management, incentives, and non-verbal cues. All of which our beginning teacher needs additional support in implementing consistently.

Peer Teacher Mentoring

(Math Teachers)

(Reading and English Language Arts Teacher)

(Social Studies, Science and Reading Teacher) (Math and Science Teacher)

Planned Mentoring Activities:

1. Regular meetings to discuss individual student academic data, performance, and overall strategies for improving student performance in coursework and on standardized exams.
2. Review instructional best practices and application activities relating to all major areas of

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standard operation and in the classroom.

3. Provide opportunities for mentee to shadow the mentor during classroom instruction and share related views on lesson structure, lesson delivery and choice of assessments during follow-ups.
4. Classroom observations and follow-up to address best practices in the area of classroom management.
5. Regular meetings to discuss individual student attendance and overall strategies for improving student attendance.
6. Review instructional and non-instructional best practices and applications relating to time management and the use of non-verbal cues.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to state standards

Florida has adopted and amended the new Florida Standards which provide focus on in-depth critical-thinking and problem solving skills. Our school ensures that the core instructional program provided by Schoology and strategies are directly correlated to the adopted curriculum. Schoology courses serve as the school's primary curriculum and provide foundational, comprehensive, honors, and advanced placement courses. Schoology (accredited by the Commission on Schools of the Northwest Association of Accredited Schools) provides comprehensive online instructional content aligned to the Florida Standards.

Instructional Strategies

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

A Balanced Assessment Model provides data that is both summative and formative in nature. Our data analysis structures are put in place so that every member of the school is involved in solution finding that leads to greater student success. Teachers engage in individual review,

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and team review of student data within Professional Learning Communities, while our leadership engages in school wide, grade level, and content area level analysis. This cohesive structure provides a layered view that reaches every piece of our school.

The school's data-driven decision-making process follows this cycle: Plan, Implement, Assess/Analyze Results; and Adjust/ Modify. This cycle is rooted in solution finding activities that lead towards improved student learning through our holistic data based decision-making model.

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

Strategy:

- Each week teachers will utilize the automated student report tool in APEX and student interest logs to create differentiated lessons. On an A Day/B Day rotation, teachers will teach lessons specific to the areas of weakness and interest of their students.

Strategy Rationale

Strategy Purpose(s)

Person(s) responsible for monitoring implementation of the strategy

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

Strategy Rationale

The Leadership Team meets weekly and disaggregates data for all assessment data. Data chats are then conducted, and action steps to address deficiencies are developed.

Student Transition and Readiness

PreK-12 Transition

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

The school's innovative instructional program contains the following elements, which support and contribute to student learning, achievement and transition from one level to another.

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- Small Learning Environment – Safe and secure learning environment that provides small student/teacher ratios for personalized attention and learning
- Technology-enhanced Teaching and Learning – Evidence-based instructional software designed to deliver content requiring ongoing interaction between the learner and the software
- Rigorous and Relevant Curriculum – Curriculum aligned to the Florida Standards and focused on making real-world connections relevant to students' lives
- Individual Success Plan – A comprehensive plan that serves as a “road map” to student success. Integrated Support Services – Principal/Community Support Program that works with each student to address and remove the personal, social, and behavioral barriers that prevent students from being successful. Also, the Service Works Program teaches job-seeking, employment skills, and interviewing techniques; tracks mandatory employment hours; and conducts employer outreach on behalf of the students.
- Lesson and Module Based – Self-contained student learning activities based on a specific concept and topic.
- Ongoing Communication of Student Progress – A virtual portal for students, parents, teachers, and administrators to track, monitor, and measure individual student progress toward completion of the Individual Success Plan.
- Critical Thinking and Problem Solving – Teaching and learning that help students solve problems and think critically, and prepare them for college and career success.
- 21st Century Knowledge and Skills – Development of competencies to ensure adequate preparation for success in the global workforce.
- Direct Instruction – Individual and small group instruction led by highly qualified teachers that is focused on intervention strategies as determined by ongoing learning gap analyses.
- Mastery-based Instruction – Instruction guided by individual student mastery rather than seat time as the student works toward achieving state standards.
- Seminars – Relevant learning opportunities for students to interact with experts in chosen career fields during school-sponsored career days.

College and Career Readiness

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

The school hosts College and Career Fairs with representatives from public and private post-secondary institutions and industry. In addition, the Instructional Teacher Assistant schedules, presentations, led by our postsecondary partners, to further enhance student transition from secondary to postsecondary. All schools have developed formal and informal partnerships with community agencies and post-secondary institutions, and will continue to improve the secondary to postsecondary connection and transition for all students. Our school administers the ASVAB to students each year to further support college and career readiness.

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

Mycroschool will implement a career and technical education (CTE) pilot program, credentialing 10 students per school in Microsoft Office Specialist (MOS) 2010 Bundle Certification (Word, PowerPoint, Excel) in the 2018-19 school year. Online curricula, practice tests and industry certification exams with retakes will be made available to both students and staff.

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

Mycroschool currently offer the Introduction to Information Technology course via Schoology, and expect to include that as a career-themed course offered in conjunction with the career and technical education program. After the initial CTE program implementation phase, Mycroschool will build career academies that include both state and online curricula, industry certification, and articulation agreements.

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

The teacher's help students register for SAT and ACT exams, as well as provide test preparation workshops to support students through this process. ACT Plan is administered to students to further support performance on the ACT exam. The Principal schedule ASVAB administration and interpretation for students. College and Career Fairs and post-secondary presentations are conducted to connect students to additional postsecondary representatives and resources.

Strategic Goals

- G1. The school's organizational structures and systems set up to maximize school improvement efforts and change. (Vital 1)
- G2. Our goal is to use the Early Warning System indicators to identify the patterns of students that are off-track and access resources at the school to re-engage those students. (Vital 2)
- G3. The school has a culture of achievement that includes high expectations and expressly articulates college & career readiness as a goal for all students. (Vital 3)
- G4. Our goal for the 2018-2019 school year is to use effective instructional strategies rooted in research to increase student achievement across core curriculum and assessment (Vital 4)
- G5. The school will promote and foster a positive culture and climate focused on improved outcomes for all students. (Vital 5)
- G6. The school actively communicates and collaborates with stakeholders and identifies innovative ways

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to build school capacity to better meet the needs of students and families in need. (Vital 6)

Action Plan

The school's organizational structures and systems set up to maximize school improvement efforts and change. (Vital 1)

For each data indicator identified below, establish targets (i.e., "SMART goals") to be accomplished by successfully reaching the strategic goal; use percent OR percentile.

Indicator(s) identified for improvement through the needs assessment conducted in Step Zero	2019-20 Targets	
	Percent	Percentile
From a baseline of 80% of the instructional staff identified as highly qualified, increase the percentage of staff obtaining highly qualified status.	20%	

Barriers to Goal 1	Resources to Support the Goal
1. Quality of teachers(need for ongoing professional development)	Recruitment opportunities through district contacts, universities with educator preparedness programs, updated and timely advertising on employment sites, etc.
2. Dealing with personnel issues: retention, certification deadlines, substitutes for absent teachers, etc.	Monitor and assist with the certification process providing teachers with support in the classroom and professional development as well as coverage for absent teachers.
Strategies to Reduce or Eliminate Barrier Bucket 1	Rationale

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<p>1. Provide resources, relevant preparation, and pre-service and in-service professional development;</p>	<p>Mentoring and coaching from veteran colleagues is critical to the successful development of a new teacher. Additionally, it is critical for veteran teachers to have ongoing and regular opportunities to learn from each other. As well as, the best professional development is ongoing, experiential, collaborative,</p>
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	and connected to and derived from working with students and understanding their culture.
Prioritized Strategy for Barrier Bucket 1	
1. Provide relevant preparation and pre-service and in-service professional development	

Action Step 1 for Strategy 1

What	Review the status of the professional certifications of all instructional staff		
Who	<ul style="list-style-type: none"> • Temeka Sapp / LaShanda Evans 		
When	Start Date: August 12, 2019	End Date: On-going	Frequency: Monthly
Evidence	Evidence of teachers completing required criteria for certification, i.e courses, observations, etc.		
PD Item	<input type="checkbox"/> Yes <input type="checkbox"/> No	Facilitator:	Participants:
TA Item	<input type="checkbox"/> Yes <input type="checkbox"/> No	Developer:	Audience:
Budget Item	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Funding Source: N/A	Amount Needed: N/A

Action Step 2 for Strategy 1

What	Communicate professional development opportunities to all faculty and staff		
Who	LaShanda Evans / LaShanda Evans		
When	Start Date: August 12, 2019	End Date: On-going	Frequency: Monthly
Evidence	Communication from the district and community opportunities		
PD Item	<input type="checkbox"/> Yes <input type="checkbox"/> No	Facilitator:	Participants:
TA Item	<input type="checkbox"/> Yes <input type="checkbox"/> No	Developer:	Audience:

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Budget Item	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Funding Source: N/A	Amount Needed: N/A
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Fidelity of Implementation

What	Who	When
Monitoring Activity		
<ul style="list-style-type: none"> Monthly monitoring of emails from the Duval's District regarding MINT program. Monthly monitoring of MINT participant/temporary certification progress Provide MINT participant/temporary certificate holders with updated information as shared by the district 	<ul style="list-style-type: none"> Lashanda Evans Temeka Sapp 	Start Date: 8/2019
		End Date: On-going
		Frequency: Monthly

Effectiveness of Implementation

Monitoring Activity		
<ul style="list-style-type: none"> PD opportunities provided to meet required deadlines set by the district and state 	<ul style="list-style-type: none"> Lashanda Roberts Temeka Sapp 	Start Date: 8/2019
		End Date: On-going
		Frequency: Monthly

Evaluation of Progress towards Goal and Annual Targets

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What	Who	When				
Monitoring Activity						
<ul style="list-style-type: none"> Retention of certified highly qualified teachers Completion of required coursework and trainings required by the district/state 	<ul style="list-style-type: none"> Lashanda Roberts Temeka Sapp 	<table border="1"> <tr> <td data-bbox="1162 359 1588 428">Start Date: 8/2019</td> </tr> <tr> <td data-bbox="1162 428 1588 497">End Date: On-going</td> </tr> <tr> <td data-bbox="1162 497 1588 567">Frequency: Monthly</td> </tr> <tr> <td data-bbox="1162 567 1588 625"></td> </tr> </table>	Start Date: 8/2019	End Date: On-going	Frequency: Monthly	
Start Date: 8/2019						
End Date: On-going						
Frequency: Monthly						

Action Plan

Our goal is to use the Early Warning System indicators to identify the patterns of students that are off-track and access resources at the school to re-engage those students. (Vital 2)

For each data indicator identified below, establish targets (i.e., “SMART goals”) to be accomplished by successfully reaching the strategic goal; use percent OR percentile.

Indicator(s) identified for improvement through the needs assessment conducted in Step Zero	2019-20 Targets	
	Percent	Percent
Increase or maintain the percentage of students graduating on-time in 4 years with a standard high school diploma.	25%	
Increase the percentage of students attending to 70% using classroom data.	70%	
Implementation of a parent liaison position at Lone Star High School.	100%	

Barriers to Goal 2	Resources to Support the Goal
1. Student population served has a high truancy rate.	Student service personnel including the DCPS Support Specialists and parent liaison to assist with bridging the gap between home and the school.
2. Student population that is served is at-risk students who are over-aged for current level, low performing and disengaged from school.	A flexible schedule which provides more opportunity for students to attend.
3. Student population served is behind cohort year graduation pace.	Myroschool instructional tools (i.e. Schoology). Power School
Strategies to Reduce or Eliminate Barrier Bucket 1	Rationale
1. All students will become familiar with the attendance policy and attendance requirements. Parents will be notified and informed via phone the same day a student is absent.	Research has shown that the single most important factor in student success is attendance. Simply put, going to class greatly increases your ability to succeed.

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Students with more than three days of absences will have a conference with the teacher. Students with excessive absences will be placed on a contract.	
2. Learning is personalized to meet the courses students need for graduation. Students will be placed on academic contracts and have academic discussions to outline progress and academic expectations for students. Principal and teachers will meet with students to review and discuss progress toward graduation.	Optimal performance and learning require motivational readiness. Fostering an environment that is caring and supportive, increases the likely hood that students will remain engaged and are more likely to succeed.
3. Students who are behind cohort year and graduation pace will be assigned a mentor within the building.	Research has shown that students who can identify with at least one adult in a learning environment have a greater chance for success.

Prioritized Strategy for Barrier Bucket 1

1. Attendance reports from FOCUS will be reviewed to identify excessively absent students. Students with more than three days of absences will have a conference with the principal. Students with excessive absences will be placed on a contract. The parent liaison will assist with planning of school activities to keep students and parents fully engaged.
2. Student course history will be evaluated for creation of the high school graduation plan.
3. Students will counsel with their mentor at least once weekly.

Action Step 1 for Strategy 1

What	Attendance reports from FOCUS will be reviewed to identify excessively absent students. Students with more than three days of absences will have a conference with the teacher. Students with excessive absences will be placed on a contract		
Who	Lashanda Evans		
When	Start Date: 8/2019	Start Date: 8/2019	End Date: On-going
Evidence	EIS Reports, Attendance Intervention Reports, & Daily Attendance Percentage		
PD Item	<input type="checkbox"/> Yes <input type="checkbox"/> No	Facilitator:	Participants:
TA Item	<input type="checkbox"/> Yes <input type="checkbox"/> No	Developer:	Audience:
Budget Item	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Funding Source: N/A	Amount Needed: N/A

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Action Step 1 for Strategy 2			
What	Student course history will be evaluated for creation of the high school graduation plan		
Who	LaShanda Evans		
When	Start Date: 9/2019	End Date: 6/2020	Frequency: Ongoing
Evidence	Completed GP/AP and Learner Profile		
PD Item	<input type="checkbox"/> Yes <input type="checkbox"/> No	Facilitator: N/A	Participants: N/A
TA Item	<input type="checkbox"/> Yes <input type="checkbox"/> No	Developer: N/A	Audience: N/A
Budget Item	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Funding Source: N/A	Amount Needed: \$ N/A
Action Step 1 for Strategy 3			
What	Students benefit from continued academic counseling. Students will counsel with their mentor at least once bi-weekly.		
Who	Teachers/Staff		
When	Start Date: 9/2019	End Date: 6/2020	Frequency: bi-Weekly
Evidence	Mentor Meeting Binders, Meeting Notes in Power school, Progress Monitoring Forms		
PD Item	<input type="checkbox"/> Yes <input type="checkbox"/> No	Facilitator: N/A	Participants: N/A
TA Item	<input type="checkbox"/> Yes <input type="checkbox"/> No	Developer: N/A	Audience: N/A
Budget Item	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Funding Source: N/A	Amount Needed: \$ N/A

<div style="background-color: #1a3d4d; color: white; padding: 5px; text-align: center;"> ▪ Fidelity of Implementation </div>		
What	Who	When
<ul style="list-style-type: none"> • Monitoring Activity 		
<ul style="list-style-type: none"> • Review attendance data. • Student’s progress toward graduation • Review student academic plans 	<ul style="list-style-type: none"> • Lashanda Evans • Parent Liaison • Teachers/Staff 	Start Date: 08/2019
		End Date: On-going
		Frequency: Monthly
○ Effectiveness of Implementation		
<ul style="list-style-type: none"> • Monitoring Activity 		
<ul style="list-style-type: none"> • Review attendance reports for improvement in school attendance rates. • Course completion analyzed. • Teacher and support staff will meet with students individually and document ongoing progress. 	<ul style="list-style-type: none"> • Lashanda Evans • Parent Liaison • Teachers/Staff 	Start Date: 8/2019
		End Date: On-going
		Frequency: Monthly
Evaluation of Progress towards Goal and Annual Targets		
What	Who	When
<ul style="list-style-type: none"> Monitoring Activity 		
<ul style="list-style-type: none"> • Compare prior year attendance rate to current year attendance rate. • Compare prior year course completion rate to current year course completion rate. • 5th year & 6th year graduation rates will be analyzed. 	<ul style="list-style-type: none"> • Lashanda Evans 	Start Date: 8/2019
		End Date: On-going
		Frequency: Monthly
		Frequency: Monthly

Action Plan

The school has a culture of achievement that includes high expectations and expressly articulates college & career readiness as a goal for all students. (Vital 3)

For each data indicator identified below, establish targets (i.e., “SMART goals”) to be accomplished by successfully reaching the strategic goal; use percent OR percentile.

Indicator(s) identified for improvement through the needs assessment conducted in Step Zero	2019-20 Targets	
	Percent	Percentile
From a baseline of 89% (cohort) passing the ACT/SAT as a concordant exam, increase the percentage passing the ACT/SAT or state exam	95%	
From a baseline of 97% (cohort) passing the PERT/EOC as a concordant exam, increase the percentage passing the PERT or EOC	100%	
From a baseline of 83% (cohort) completing math courses required for graduation, increase percentage passing required courses to graduate	90%	

Barriers to Goal 3	Resources to Support the Goal
1. Students lacking the resources necessary to register for the ACT/SAT.	ACT/SAT waivers provided, testing on-site
2. Students entering with severely low reading and math skills	Math and Reading remediation provided by advisory teachers, Schoology remedial courses and reading specialist
3. Students require additional support during the day via small group instruction or one-on-one tutoring assistance.	English, Science, Math and Reading tutors/coach.
Strategies to Reduce or Eliminate Barrier Bucket 1	Rationale
1. Benchmark students on monthly basis and provide remediation.	Remediation focused pull-outs by advisory teachers and reading specialist

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2. The teachers will help students register for SAT and ACT exams.	On-campus access to ACT/SAT waivers and technology will increase the number of students enabled to register.
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3. Provide tutoring during the day funded by Title I/Title II.	
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Prioritized Strategy for Barrier Bucket 1

1. Post ACT/SAT/PERT/State assessment test dates; teachers will work with Principal to identify students to register for each test administration.

2. Teachers will set aside 1 hr/per week to provide direct instruction from lesson plans created with a focus on math and reading remediation.

3. In-school tutors and reading coach funded by Title I & Title II will push-in and pull-out students for tutoring based off student course performance, benchmark testing and FSA/EOC assessment results. A Reading Coach will provide the professional development needed for teachers to effectively help students within the classroom.

Action Step 1 for Strategy 1

What	Creation of a school calendar for ACT/SAT/PERT/State assessment.		
Who	Tameka Sapp		
When	Start Date: 09/2019	Start Date: 09/2019	End Date: 05/20
Evidence	School calendar posted monthly ACT/SAT/PERT/State assessment Dates; Students registered for the exam.		
PD Item	Yes <input type="checkbox"/> No	Yes <input type="checkbox"/> No	Yes <input type="checkbox"/> No
TA Item	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Budget Item	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Action Step 2 for Strategy 1

What	Monthly benchmarks focused by remediation in reading and math.		
Who	Principal/Reading Coach/Math Advisory		
When	Start Date: 09/2019	Start Date: 09/2019	End Date: 05/20

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Evidence	Weekly pull-outs/push-ins, monthly updated benchmark data and professional development will increase student performance		
PD Item	X Yes <input type="checkbox"/> No	X Yes <input type="checkbox"/> No	X Yes <input type="checkbox"/> No
TA Item	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Budget Item	<input type="checkbox"/> Yes x No	<input type="checkbox"/> Yes x No	<input type="checkbox"/> Yes x No

<i>Action Step 3 for Strategy 1</i>			
<i>What</i>			
<i>Who</i>			
<i>When</i>	Start Date:	End Date:	Frequency:
<i>Evidence</i>			
<i>PD Item</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	Facilitator: N/A	Participants: N/A
<i>TA Item</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	Developer: N/A	Audience: N/A
<i>Budget Item</i>	<input type="checkbox"/> Yes x No	Funding Source: N/A	Amount Needed: N/A

Fidelity of Implementation

What	Who	When
Monitoring Activity		
Students registered for ACT/SAT/PERT/State exams for each administration; Curriculum taught once per week in every class.	Tameka Sapp Reading Coach/Math Advisory	Start Date: 09/19
		End Date: 05/20
		Frequency: Monthly

Effectiveness of Implementation

Monitoring Activity		
Every student in the school has attempted the ACT/SAT/PERT at least one time; Assessment testing percentage metric met for Lone Star; Every student has a post-secondary plan;	Tameka Sapp Reading Coach/Math Advisory	Start Date: 09/19
		End Date: 05/20
		Frequency: Monthly

Evaluation of Progress towards Goal and Annual Targets

What	Who	When
Monitoring Activity		
Utilization of school data file to identify the number of students that have taken the ACT/SAT/PERT/state assessment	Tameka Sapp Reading Coach/Math Advisory	Start Date: 09/2019
		End Date: 05/2020
		Frequency: Monthly

Action Plan

Our goal for the 2019-2020 school year is to use effective instructional strategies rooted in research to increase student achievement across core curriculum and assessment (Vital 4)

For each data indicator identified below, establish targets (i.e., “SMART goals”) to be accomplished by successfully reaching the strategic goal; use percent OR percentile.

Indicator(s) identified for improvement through the needs assessment conducted in Step Zero	2019-20 Targets	
	Percent	Percentile
From a baseline of 45 average days to earn a credit to 30 days		
Increase the average credits earned per enrollment from a baseline of 2%	3%	

Barriers to Goal 4	Resources to Support the Goal
1. Students need support to process higher order thinking questions and active reading and writing strategies.	Establishments of PLC’s to support the goal
2. ELL, speak a different language at home from the language of instruction	Provide supportive learning strategies
3. Learning characteristics that result from students with disabilities that make learning mathematics and reading difficult	Provide push-in/pull-out support of ESE Specialist
Strategies to Reduce or Eliminate Barrier Bucket 1	Rationale
1. Guide teachers into preparing scaffold lessons that include DI groupings based on data.	The use of cueing or prompting, questioning, modeling, telling, or discussing. The teacher uses these techniques as warranted and adjusts them to meet the students' needs.

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2. Fully implement and support the reading interventionist schedule	Increased push-ins/pull-outs will help build the strategies needed to increase reading comprehension
3. Provide students with a supportive learning environment that provides consistent progress monitoring and support for ELL students	Extensive research has demonstrated that it takes ELLs longer than their non-ELL peers to become proficient in academic language

Prioritized Strategy for Barrier Bucket 1

1. Provide remedial support as early as possible
2. Identify low performers and design a tailored policy strategy
3. Create demanding and supportive learning environments at school

Action Step 1 for Strategy 1			
What	Develop sample questions using question stems that will be modeled and discussed during common planning for the effective implementation during instruction		
Who	Chandra Washington		
When	Start Date: October 2019	End Date: On-going	Frequency: Monthly
Evidence	Meeting Agendas Meeting Sign in Sheets Coaching Calendar Observation Notes		
PD Item	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Facilitator: Math/Reading Teachers and support staff of Lone Star HS	Participants: All Administration
TA Item	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Developer:	Audience:
Budget Item	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Funding Source: N/A	Amount Needed: N/A

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Action Step 2 for Strategy 1

What	Effective teacher progress monitoring		
Who	LaShanda Roberts		
When	Start Date: Oct 2019	End Date: On-going	Frequency: Monthly
Evidence	Updated progress monitoring binders		
PD Item	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Facilitator: LaShanda Evans	Participants: Teachers
TA Item	<input type="checkbox"/> Yes <input type="checkbox"/> No	Developer:	Audience:
Budget Item	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Funding Source: N/A	Amount Needed: N/A

Fidelity of Implementation		
What	Who	When
Monitoring Activity		
Review of pull-out/push-in calendars as well as PLC implementation/lesson plans. Monitor school's dashboard and share out with staff	LaShanda Evans Reading Coach/Math Advisory	Start Date: Oct 2019
		End Date: On-going
		Frequency: Monthly
Effectiveness of Implementation		
Monitoring Activity		
Review of progress monitoring binders housed in each classroom for each student	LaShanda Evans	Start Date: Oct 2019
		End Date: On-going
		Frequency: Monthly

Evaluation of Progress towards Goal and Annual Targets

What	Who	When
Monitoring Activity		
		Start Date:
		End Date:
		Frequency:

Action Plan

The school will promote and foster a positive culture and climate focused on improved outcomes for all students. (Vital 5)

For each data indicator identified below, establish targets (i.e., “SMART goals”) to be accomplished by successfully reaching the strategic goal; use percent OR percentile.

Indicator(s) identified for improvement through the needs assessment conducted in Step Zero	2019-20 Targets	
	Percent	Percentile
From a baseline of 62% of my students strongly agree or agree that in my school, students treat adults with respect. Increase the percentage to 70% or greater that strongly agree or agree.	70%	

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Barriers to Goal 5	Resources to Support the Goal
1. Poor classroom management	PD for teachers
2. Student buy-in/school pride.	Student lead activities/clubs, student suggestion box
Strategies to Reduce or Eliminate Barrier Bucket 1	Rationale
1. Professional development provided on campus, through the district and ASCD. Utilization of last hour in session's A& B to allow for clubs and activities.	Teachers will learn strategies to reduce negative classroom behavior and build a positive culture within the classroom. Student involvement will increase student engagement and attendance. The creation of a student council and other clubs/activities will allow for students to participate in decision making and leadership activities, therefore eliciting student buy-in to the mission and vision of the school.
Prioritized Strategy for Barrier Bucket 1	
1. Implementation of student council.	

Action Step 1 for Strategy 1	
What	Creation of student council.
Who	Tameka Sapp/Chandra Washington

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When	<i>Start Date:10/2019</i>	<i>Start Date:10/2019</i>	<i>End Date:On-going</i>
Evidence	Student council meeting minutes agendas.		
PD Item	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
TA Item	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Budget Item	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Action Step 2 for Strategy 1

What	Classroom management professional development provided on campus and through the district.		
Who	LaShanda Evans		
When	<i>Start Date:10/2019</i>	<i>Start Date:10/2019</i>	<i>End Date: On-going</i>
Evidence	Completion of professional development and Increase the percentage to 70% or greater that strongly agree or agree.		
PD Item	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
TA Item	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Budget Item	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Fidelity of Implementation		
What	Who	When
Monitoring Activity		
<ul style="list-style-type: none"> Professional development on campus/district training Student council meetings. 	<ul style="list-style-type: none"> Tameka Sapp/Chandra Washington LaShanda Evans 	Start Date: 10/2019
		End Date: On-going
		Frequency: Monthly
Effectiveness of Implementation		
Monitoring Activity		
<ul style="list-style-type: none"> Walk-through and observation of classroom management 	<ul style="list-style-type: none"> LaShanda Evans 	Start Date: 08/19
		End Date: On-going
		Frequency: Monthly
Evaluation of Progress towards Goal and Annual Targets		
What	Who	When
Monitoring Activity		
<ul style="list-style-type: none"> End of year student satisfaction and engagement survey. 	<ul style="list-style-type: none"> LaShanda Evans 	Start Date: 05/2020
		End Date: On-going
		Frequency: Annually

		Frequency: Annually
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Action Plan

The school actively communicates and collaborates with stakeholders and identifies innovative ways to build school capacity to better meet the needs of students and families in need. (Vital 6)

For each data indicator identified below, establish targets (i.e., “SMART goals”) to be accomplished by successfully reaching the strategic goal; use percent OR percentile.

Indicator(s) identified for improvement through the needs assessment conducted in Step Zero	2019-20 Targets	
	Percent	Percentile
From a baseline of 65% of the students strongly agree or agree my school offers opportunities for my family to become involved in school activities and my learning. Increase the percentage to 70% or greater that strongly agree or agree.	70%	
Increased opportunities to participate in activities on Lone Star’s campus through tours, health fair, career fair, FAFSA Night, etc. Quantified by sign-in sheets/activities compared to last school year	25%	

Barriers to Goal 6	Resources to Support the Goal
1. Financial and work related restraints	Principal and supporting programs/community resources

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2. Inconvenient scheduling	Regularly scheduled school events with flexible times to meet the needs of our parents/community stakeholders
3.	
Strategies to Reduce or Eliminate Barrier Bucket 1	
Rationale	
1. Enhancing communication with families and community.	The more parents, teachers and the community share pertinent information with each other about students, the better equipped they will be to help those students become successful. Parent and teacher consultation and collaboration create the climate for maximum realization of a student's potential. Effective communication with families means that the school welcomes and consistently supports families to support their children. Two-way communication about school programs and children's progress will result in better outcomes for students.
2. Increase support to parents to build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement.	When parents, families, and members of the community are involved with schools, all children benefit. Adult participation sends the message that school is important and the work children do there is worthy of adult attention.
3.	
Prioritized Strategy for Barrier Bucket 1	
1. Enhancing communication with families and community.	

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Action Step 1 for Strategy 1

What	Distribute the monthly newsletter to all community partners, feeder schools and parents		
Who	Doris West		
When	Start Date: September 2019	End Date: On-going	Frequency: Monthly
Evidence	Monthly distribution and positive feedback from stakeholders		
PD Item	<input type="checkbox"/> Yes <input type="checkbox"/> No	Facilitator:	Participants:
TA Item	<input type="checkbox"/> Yes <input type="checkbox"/> No	Developer:	Audience:
Budget Item	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Funding Source: N/A	Amount Needed: N/A

Action Step 2 for Strategy 1

What	Increased opportunities for parents/community partners/feeder schools to attend school functions		
Who	Tameka Sapp		
When	Start Date: September 2019	End Date: On-going	Frequency: Quarterly
Evidence	Sign-in sheets/ stakeholder tracking documents		
PD Item	<input type="checkbox"/> Yes <input type="checkbox"/> No	Facilitator:	Participants:
TA Item	<input type="checkbox"/> Yes <input type="checkbox"/> No	Developer:	Audience:
Budget Item	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Funding Source: N/A	Amount Needed: N/A

Fidelity of Implementation

What	Who	When
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Monitoring Activity		
Activities on Lone Star’s campus through tours, health fair, career fair, FAFSA Night, etc. Quantified by sign-in sheets/activities compared to last school year	Tameka Sapp LaShanda Evans	Start Date: 9/2019
		End Date: On-going
		Frequency: Quarterly

Effectiveness of Implementation

Monitoring Activity		
<ul style="list-style-type: none"> Agendas, sign-in sheets, planned activities 	Tameka Sapp LaShanda Evans	Start Date: 9/2019
		End Date: On-going
		Frequency: Monthly

Evaluation of Progress towards Goal and Annual Targets

What	Who	When
Monitoring Activity		
<ul style="list-style-type: none"> End of year student/staff/parent satisfaction and engagement survey 	<ul style="list-style-type: none"> LaShanda Evans 	Start Date: 05/2020
		End Date: On-going
		Frequency: Annually
		Frequency: Annually