

Lake County Schools

Lake Minneola High School



2015-16 School Improvement Plan

Lake Minneola High School

101 N HANCOCK RD, Minneola, FL 34715

<http://lake.k12.fl.us/lmh>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	47%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	48%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	A	B	A

**Preliminary Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	27
Appendix 1: Implementation Timeline	43
Appendix 2: Professional Development and Technical Assistance Outlines	46
Professional Development Opportunities	47
Technical Assistance Items	51
Appendix 3: Budget to Support Goals	0

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

"The mission of Lake Minneola High School is to educate ethical and responsible learners who will be accepting, kind, compassionate, and tolerant citizens for an ever-changing global society. Learners are prepared for college and career in a technology-rich environment that promotes scholarship while developing critical thinking skills for academic and personal decision making."

Provide the school's vision statement

"Lake Minneola is a student-centered school working together to create a foundation of positive relationships and technological expertise that will result in high academic performance and real world success."

School Environment

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

Lake Minneola High School, places relationships at the forefront of student achievement. Some staff members were sent to the "Capturing Kids Hearts" In-service and then came back and shared their experience with the entire faculty. We believe if we have a kids heart, we can teach them anything. The teachers at Lake Minneola High have also taken part in the Project Criss training to strengthen the relationship between students and teachers.

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

Lake Minneola High has an open door policy from Administrators when it comes to the needs of teachers and students. Administrators will stop what they are doing to ensure a student feels safe when they step onto Lake Minneola's campus. This environment was created by our principal who the students know will listen to them anytime they want to be heard.

Lake Minneola will use Social Contracts in all classrooms to promote appropriate interactions. The use of Public Service Announcements as created in the TV Production classes will also demonstrate appropriate behaviors. A cyber bullying section will be placed on Moodle and will be incorporated into 5th Period Plus.

Lake Minneola High School will use student and faculty surveys to identify target behaviors as well as campus locations of incidents of bullying. Review of plan for Supervision will be addressed with teachers.

In addition this year, Lake Minneola will incorporate a bullying awareness component to the Red Ribbon week, focusing on a form of bullying each day. Extra-curricular activities will be asked to have a student representative on the anti-bullying committee who will then act as an Ambassador to each of the programs.

Training will occur through faculty meetings and in PLC's. New faculty and staff will be addressed by the mentors regarding the anti-bullying policy.

Teachers will have access to the Guidance Referral form to use when they observe bullying. Students will have multiple locations where bully boxes will be available to report any issues revolving around bullying. Parents will be encouraged to contact either Guidance or the grade level Administrator if any issues are reported.

Training will occur through faculty meetings and in PLC's. New faculty and staff will be addressed by

the mentors regarding the anti-bullying policy.

Students will view a PSA against bullying and take the climate survey. Parents will receive information regarding the Implementation Plan throughout SAC meetings, the website as well as the marquee and call out system.

A climate survey is scheduled to occur within Advisory in early September and will be followed by a Hot Spot survey.

Lake Minneola has established its creed "Honorable, Academically focused, Wise, Kind hearted and Successful." This creed is one that is published in multiple ways, it encompasses the expectations for student behavior. Information is available on the website, as well as Moodle and will also be presented to the SAC. Lake Minneola High School will adhere to the District policy. LMHS will use Behavior Tracking Forms as well as Guidance Referrals to monitor the effectiveness of the consequences. Lake County reporting procedures will be followed. In addition, a tracking database will be created on the share drive to allow data to be reviewed. For those students who do the right thing to stop or prevent bullying, will be recognized through Student of the Month, as well as given Moe Bucks to be used in the cafeteria. Professional Development will be provided for employees on identifying and intervening bullying during monthly faculty meetings. The procedures that are in place to ensure parents that their child who is being bullied is safe at school is the Lake County Policy regarding Bullying as well as the anti-bullying implementation plan.

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

Lake Minneola High School has implemented the behavior Tracking System Form or (BTS Form). Lmhs uses this system to document minor offenses that disrupt the learning environment.

Step 1: Teacher presented class rules and expectations student was made aware of the procedure followed for both major and minor offenses.

Step 2: Verbal warning, review of expectations, and parent contact.

Step 3: Verbal reprimand, review of expectations, in-class intervention, and parent consent.

Step 4: FINAL verbal reprimand, review of expectations, in-class Intervention, parent contact and detention

Step 5: Steps 1-4 have been applied, yet the student commit another infraction

After the referral, students then move to BTS Form B

Step 1: Upon a student's return to class after a referral, teacher verbally reviews all expectations and rules with student before an infraction occurs.

Step 2: FINAL verbal reprimand, review of expectations, in class intervention, parent contact and detention.

Step 3: Steps 1-3 have been applied, yet the student commits another infraction, referral to the office with BTS Form B completed.

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 LMHS guidance department provides various support services to students and is comprised of four grade level counselors. Each grade level counselor follows his/her students throughout their four years of high school, building the close relationship required to meet the specific needs of the student. The school wide guidance program provides direct one on one counseling to students to assist in all aspects of their personal and educational needs as well as assistance with future college and career plans. Counselors relay on teachers to referral students to counselors for various situations. Counselors will meet and counsel students as often as possible.

Due to severity of some cases, counselors usually have to refer students to outside agencies. LMHS uses Children's Clinical On-Site Services, known as C-TOS, for students who need additional counseling help with social skills or a mental health counseling referral service. Other programs

include the Children's Bereavement Program with Hospice for students who have lost a loved one, the homebound program for students who cannot attend school due to extended illness, and a program for unaccompanied youth who are living on their own or sharing a home with a friend. As an area in need of improvement, Lake County School should help LMHS guidance to coordinate a manner in which to provide on-site mental health services to support students' emotional, physical and social needs including small group counseling for students and a process to facilitate more rapid response to students who need counseling services that are outside the spectrum of school guidance.

Early Warning Systems

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

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

The Lake Minneola High School Early Warning System is a system which:

- utilizes predictive data
- Identifies off track or at risk students
- Targets Interventions
- Reveals patterns and root cause

The Early Warning Indicators used by Lake Minneola High School include but are not limited to:

- Miss 10% or more of available instruction time
- Ninth grade with one or more absences with in the first 20 days
- Ninth grade who fail more than two courses in the same subject
- Grade point average less than 2.0
- Fail to progress on time to 10th grade
- Receive one or more behavior referrals that lead to suspension
- Student below level on state standardized assessments

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:

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	41	62	56	48	207
One or more suspensions	0	1	1	2	4
Course failure in ELA or Math	13	36	31	41	121
Level 1 on statewide assessment	1	55	97	20	173

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

Indicator	Grade Level		Total
	9	11	
Students exhibiting two or more indicators	1	1	2

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

(RTI) - Response to Instruction

Mentoring - Students were broken up and placed with an Administrator. The Administrator checked

on the students status in the classes they were enrolled to ensure the student was being successful. This Multi-Tier system of student support involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. LMHS begins with the identification of trends and paterrens using school-wide and grade-level data. Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

It is the target of Lake Minneola to see 100% of the parents attend our yearly orientations. This is the time we hand out Ipads to upper classmen and HP Streams to the Freshmen. It is beneficial to parents because we give them a crash course to better understand the tool their child is using to learn with. It is also a target to see 70% of the parents attend the monthly SAC meetings held at Lake Minneola High. The more parent involment we have at Lake Minneola High, the more student achievement we will have.

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

Lake Minneola High School builds partnerships through our Principal Linda Shepherd and also our athletic departments. The Principal is out in the community meeting people and talking about how good the education at Lake Minneola High is. She also supports the partnerships by buying from them to feed her faculty during meetings and faculty dinners. It was difficult to make partnerships in this community because of the other school which was here years before and had a hold on the community. Lake Minneola through the work of our Principal has now taken our place in this community as well. Our athletic departments also do a great job forming relationships with the surrounding community. They go out and meet with surrounding businesses to secure sponsorships in order to allow the teams to replinesh equipment and uniforms for their athletic season.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Aarons, Kelsey	Instructional Technology
Harrison, Kim	Teacher, K-12
Montuori, Vincent	Teacher, K-12
Haberkorn, Pamela	Teacher, K-12
Johnson, Daisy	Teacher, Career/Technical
Paul, Gina	Guidance Counselor
Cole, Devon	Assistant Principal
Rice, Roger	Assistant Principal
Boykin, Rhonda	Assistant Principal
Page, Cyndi	Assistant Principal
Shepherd, Linda	Principal
Kjosa, Heather	Teacher, K-12
Martin, James	Instructional Coach
Heath, Jeff	Other
Mitchell, Hollee	Other
Frana, Joe	Assistant Principal

Duties

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

LMHS is dedicated to meeting the needs of all learners, especially those who have reached high school with new or previously unidentified needs. The MTSS team has specific input into the SIP especially as it relates to students who struggle to reach academic or behavioral standards.

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

Lake Minneola High School uses the Response to Intervention (RTI) process. This is a problem solving model that represents the integration of MTSS for academics and MTSS for behavior into a unified model of service. The basic problem solving components include: Problem Solving, Problem Analysis, Intervention Design and Response to Instruction.

RTI integrates assessment and intervention with a multilevel prevention system to maximize student achievement and to reduce behavior problems.

Tutoring Services are available to students in grades 9-12 after school, three days per week. The subjects offered are Math (Algebra and Geometry), Language Arts, Reading, Writing, and Science. Students will be remediated on the content area strands where they performed below average on the FSA, EOC's and Benchmark Test. We will use SAI funds to pay the teachers and provide supplemental materials for the students.

The Summer Program benefits students who have earned a D or lower in core subjects areas. Completion of the program allows the student's grade to be raised by one letter grade. Our targeted students are 9th and 10th graders in lower quartile. The Summer Program will also benefit student who have not passed the required EOC's. Tutoring will be offered through the e2020 Lab after school

and during the summer to students who fall into one of the categories above. Funds will be used to purchase classroom libraries (SAT/ACT prep), supplemental material, subscriptions, equipment and supplies for our Intensive Reading, core classes, tutoring and FCAT Practice. In addition, materials for Writing will be purchased to provide students with strategies to enhance their FCAT/Common Core Writing Skills. The focus area is our lower quartile students in Intensive Reading, Science and Math.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Tracy Wood	Parent
Toni Beckett	Teacher
Amy Fox	Teacher
Ardena Lewis	Parent
Vin Montuori	Teacher
James Martin	Teacher
Derrick Osso	Parent
Brett Fontenot	Teacher
Robin Peacock	Parent
Nancy Stewart	Parent
Jennifer Duffy	Parent
Terra Ewing	Teacher
Sidney Bright	Parent
Carlyle Holder	Parent
Jeff Heath	Education Support Employee
Carletta Holbrook	Parent
Carolyn Rid-Cater	Parent
Donna Richter	Parent
Gina Pierre-Jenkins	Parent
Hope Blume	Parent
Jannie DeWitt	Parent
Lisa O'Neill	Parent
Lori Sokolowski	Parent
Nadine Titus-Grant	Parent
Omar Ali	Parent
Tammy Gibson	Parent
Ron Smart	Business/Community
Linda Shepher-Miller	Principal

Duties

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

Evaluation of last year's school improvement plan

The Lake Minneola High School Improvement plan was presented to the LMHS SAC with input from members. After reviewing the plan, the members voted to accept the 2014-2015 LMHS School Improvement Plan.

Development of this school improvement plan

The primary function of the SAC shall be to develop and successfully oversee the implementation of the School Improvement Plan for Lake Minneola High School. In addition, the SAC shall serve as a decision-making body for any and all school related issues and concerns that are referred for its consideration. Final approval shall always rest with the Principal or his/her designee with the exception of the money, if allocated, to the SAC by the State. The Principal may not override the decision of the SAC regarding this school improvement money.

Preparation of the school's annual budget and plan

The school budget is created and developed based on the previous data. We look at the different projects and financial data to see where we were over or under budget. Then we ensure that money is placed in the appropriate projects. Once completed, the budget is presented to both the SAC and School Leadership for discussion.

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

The current funds listed is from previous school years. However the SAC has not received funding from the state of Florida since 2012 and that was \$3107.38. These funds are used for student recognition (awards, student of the month, graduation, etc.) and school supplies as needed.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Snow, Debbra	Instructional Coach
Hass, David	Teacher, K-12
Montuori, Vincent	Teacher, K-12
Fontenot, Brett	Teacher, K-12
Ewing, Terra	Teacher, K-12
Marchand, Kim	Teacher, K-12
Bennett, Robin	Teacher, K-12
Haberkorn, Pamela	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team promotes literacy within the school by working collaboratively with teachers and sharing best practices through modeling instructional strategies aimed at improving students reading and writing achievement levels across all curriculum areas. We share our knowledge and expertise with colleagues in a Professional Development Setting, Professional Learning Community, Lesson Studies and Department Meetings. Throughout the year, we are committed to leading the school wide literacy initiatives such as the Superintendent's Reading Challenge, Classroom Book Talks, Teacher Read Alouds, Celebrate Literacy Week (all participants are actively engaged in independent reading) and daily writing in response to Reading actives. LLT encourages teachers to maintain a Print-Rich Classroom environment that supports reading, writing, listening and speaking. The team is committed to promoting Literacy skills that are meaningful and aligned with C2 reading expectations.

Public and Collaborative Teaching

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

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

Lake Minneola High School understands the importance of collaboration among teachers. Therefore teachers who teach common subjects will have the same planning time. During that planning time, teachers are expected to share best practices with each other. Twice a month teachers are in Professional Learning Communities (PLC) where they discuss and choose a topic that all teachers in the (PLC) will ensure the students understand to a high level. The teachers do have to turn in a PLC sheet to their Administrator. This will allow the administrator to know what the conversation that took place between teacher.

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

Lake Minneola Highs Principal and Assistant Principals will utilize the searchsoft software program as provided by Lake County School Board which identifies candidates who are highly qualified. The administrative team will interview candidates who are highly qualified before interviewing any other candidates. We conduct interviews with at least two interviewers to ensure at least two objective opinions in regards to the candidates. The LMHS Administrative staff also utilizes common questions in all interviews to ensure integrity in all decision making. In addition we pair beginning teachers with an experienced mentor within the same curriculum are. Finally specific on site meetings are conducted to address the needs and concerns of teachers new to education or new to Lake Minneola High School.

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

Lake Minneola High School understands the importance of being able to ask questions when you are new to a school. To assist the new teachers, LMHS looks for teachers who have a proven success rate on standardized test and are board certified to mentor the new teachers. These teachers take the new teachers under thier wing and show them the correct way to improve student achievement. The activites that are planned for the mentor and mentees are monthly PLC meetings and Interim meetings bi-weekly.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Lake Minneola High School ensures core instructional materials are aligned to Florida standards by Lesson Plan Checks, teachers have to post their lesson plans to their Administrators moodle page by Monday morning of every week. Administrators complete classroom walk throughs with subject and Scope and Sequence to ensure the teacher is covering the required material at the appropriate time of the school year. Administrators ensure that the teacher's common board is current and the correct standards correlate with the content being taught.

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

Lake Minneola High uses data obtained from the FCAT Test, Pert Testing, Bench Mark Testing, as well as End of Course Exams to disaggregate and determine what we as a school need to do ensure the success of our students. From the data the administration can determine where exactly our students need extra assistance and we will be able to help them. Students who don't score high enough on the State Exam will be placed in classes that will provide them more help. The class will also aide the student in acquiring the skills necessary to be successful on the exam the next time the student has to take the exam.

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

Strategy: Extended School Day

Minutes added to school year: 8,000

Lake Minneola High school does have after school tutoring for students to take advantage of. I placed this in the Extended Day portion because we provide transportation to students who need it. The students are able to stay and conference with teachers for an hour after school and still catch a bus home. The subjects that are available after school are Algebra, Geometry, Biology, and we have a writing lab on occasions.

Lake Minneola High School is exploring the option of a power hour in place of the after school tutoring. The model of the Power Hour will be as such. Students will attend 5 classes and at the end of 5th period, the students and teachers will have an hour to eat lunch, attend study sessions with teachers or peers. They will also have the opportunity to sit with teachers to work on subjects they are having problems in.

Strategy Rationale

Having the students come after school to discuss with their teacher problems they have had in class. This one-on-one time is very beneficial to students. Students are able to gain more understanding of what is being asked of them through the curriculum of the class. Teachers are able to concentrate on specific skills the student needs to be successful.

The after school tutoring model worked well for most students, but with Power Hour we will be able to touch all of the students here on campus. More students will benefit from the Power Hour than those who stayed for tutoring.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Boykin, Rhonda, boykinr1@lake.k12.fl.us

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

Lake Minneola High School will collect data from the State Standardized test as well as the End of Course Exams administered to the students to determine if this strategy was successful.

Student Transition and Readiness

PreK-12 Transition

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

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

Lake Minneola High School knows student support is key to student success. Our student cohorts are supported by the Guidance Counselors and the Lake Minneola Administration Team. Guidance Counselors and Administration moves with their students as they matriculate through LMHS. This strategy ensures relationship building between students and staff at LMHS. Lake Minneola High also believes the stronger the relationship is between the students and staff here, the higher the success rate of our students will be.

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

1. LMHS Career and Technical Education courses range from Culinary Arts, Early Childhood Development, Agri-Science and Bio-Medical Careers to Commercial Art, Drafting, Robotics, Gaming and Animation Design and Programming to Entrepreneurship and TV production. All students are encouraged to complete a full course of study.
2. LMHS offers multiple Advanced Placement classes in English, Social Studies, Psychology, Mathematics, various areas of Science, and Fine Arts.
3. LMHS supports AVID at all grade levels
4. LMHS supports student athletes by directing students to NCAA accepted courses to enhance scholarship opportunities.
5. LMHS supports students with disabilities by incorporating a PAES (Practical Assessment Exploration System) Lab into the daily routine of students on the Access Points curriculum to assess career aptitude, readiness, and preferences.
6. All Guidance Counselors are grade level specific and follow their students throughout all 4 years of high school, developing close relationships which help identify the specific goals and needs of each student.
7. Specific grade level brochures are developed and printed to advertise course offerings to students early spring. Brochures are posted on the school website for easy parental access.
8. Students meet with their individual advisory group to review their brochures, their own high school transcript and begin to make course selections.
9. Individual students have the opportunity to meet with their guidance counselor over several weeks to discuss their personal curriculum choices.
10. Students selections are gathered and inputted. The resulting data is utilized to create a master schedule that meets the needs of the students.
11. All 9th, 10th, and 11th grade students take the PSAT and 11th graders take the SAT paid by the Florida Partnership.

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

1. Students routinely take four (4) academic and four (4) elective (Fine and Performing Arts, Foreign Language, Physical Education) or CTE (Career and Technical Education) classes each year.
2. Students are encouraged to complete a CTE program, 2 terms of foreign language and one or more fine or performing arts classes while in high school
3. As a school located in Central Florida, each program on campus has direct ties to future career opportunities. Teachers in all areas incorporate career education within their specific field.
4. LMHS offers both college and career shadowing days for 11th and 12th graders.
5. LMHS offers a work / internship program for 12th grades for elective credit when employed by verified local employers off campus.
6. LMHS offers students in Culinary Arts program the opportunity to work side by side with food service staff to experience real on-the-job training
7. LMHS offers CAP academies in TV Production, Early Childhood Development, Culinary Arts, Digital Design, Commercial Art, Drafting, Ag, Gaming, and Auto Production.
8. LMHS encourages guest speakers in all classrooms to enhance the real world experiences of students.
9. LMHS offers CAPE, AP Art 2-D

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

Lake Minneola High School has a wide curriculum to support all students. LMHS does offer Biotechnology to give the students academic support as well as hands on support to assist the students in mastering the standards.

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

At Lake Minneola High School, student readiness is important. To ensure student success, LMHS has entered into a partnership with Sylvan Learning Center to assist those students who need to pass the State's exam. LMHS is also working with Ray Dass and his company to raise scores on the SAT, ACT and FSA exams.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Lake Minneola High will begin early implementation stages of Project Based Learning curriculum in English Language Arts and Mathematics.
- G2.** Lake Minneola High will maintain a safe learning/working environment for all students and staff.
- G3.** Increase the number of students who earn a composite score on the ACT College Readiness Assessment.
- G4.** Increase the number of students who will score at level 4 and above on FSA in Reading/Writing and Math EOC's.
- G5.** Increase the number of students who achieve level 3 or higher on the the mathematics Florida Assessments for Algebra 1, Geometry and Algebra 2.
- G6.** Increase student's who score a level 3, 4, or 5 on the Biology End of Course exam.
- G7.** Increase the number of student's who scored at level 3 on the reading section of the FSA.

Strategic Goals Detail

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

G1. Lake Minneola High will begin early implementation stages of Project Based Learning curriculum in English Language Arts and Mathematics. 1a

G071279

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	69.0
Geometry EOC Pass Rate	55.0

Resources Available to Support the Goal 2

- PBL professional development
- PBL Professional Learning Community

Targeted Barriers to Achieving the Goal 3

- Developing PBL lessons will be difficult as teachers lack the knowledge of how to develop effective PBL curriculum.

Plan to Monitor Progress Toward G1. 8

Student achievement levels in PBL and non-PBL classes will be compared to monitor the impact of the PBL design on student learning.

Person Responsible

Devon Cole

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Student grades; Student work samples; Assessment data

G2. Lake Minneola High will maintain a safe learning/working environment for all students and staff. 1a

G071280

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Lake Minneola High will make Safety information available in multiple forms including call outs, website and parent emails.

Targeted Barriers to Achieving the Goal 3

- LMHS students not wearing ID's, or wearing hoods and hats so the supervisors can not identify them as students.

Plan to Monitor Progress Toward G2. 8

Bullying packets submitted by students and phone calls from parents.

Person Responsible

Joe Frana

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Bullying Packets.

G3. Increase the number of students who earn a composite score on the ACT College Readiness Assessment. 1a

G071281

Targets Supported 1b

Indicator	Annual Target
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ACT Composite Score	90.0
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Resources Available to Support the Goal 2

- Students are enrolled in Intensive Reading and ACT Prep Classes.
- ACT Prep Course presented by Sylvan Learning Center enhances students success rate in all content areas.

Targeted Barriers to Achieving the Goal 3

- The Traditional Computer-based program is no longer an effective reading remediation program for helping below-level readers who appear on the Intensive Reading Roster year after year, achieve success

Plan to Monitor Progress Toward G3. 8

Person Responsible

Schedule

Evidence of Completion

G4. Increase the number of students who will score at level 4 and above on FSA in Reading/Writing and Math EOC's. 1a

G071282

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	85.0
CELLA Writing Proficiency	26.0

Resources Available to Support the Goal 2

- District Blue Prints and Scope and Sequence and Recursive Standards
- Literacy and Standards Coaches
- Literacy Leadership Team
- Data provided from last year's Writes and Reading FCATS
- Decision Ed Data Reports
- School Wide Writing Plan
- iPads school wide and Blended Learning opportunities for all students
- C-PALMS
- HMH Resources: Writing/ Turnitin.com
- The FSA prepares students for AP Exams and college writing
- Achieve 300 data provided by the district

Targeted Barriers to Achieving the Goal 3

- Students are not fully prepared to write formally using appropriate conventions in a final draft format.

Plan to Monitor Progress Toward G4. 8

Students will be given writing prompts periodically and scored by the English Department to monitor how the students are progressing.

Person Responsible

Roger Rice

Schedule

Monthly, from 9/15/2014 to 4/20/2015

Evidence of Completion

Improved writing samples

G5. Increase the number of students who achieve level 3 or higher on the the mathematics Florida Assessments for Algebra 1, Geometry and Algebra 2. 1a

G071283

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	72.0
AMO Math - All Students	
Algebra II EOC Pass Rate	45.0
Geometry EOC Pass Rate	55.0
Algebra I FSA EOC Pass Rate	50.0

Resources Available to Support the Goal 2

- Math teachers will start Math Labs which are EOC specific to assist students.
- Exams will be created collaboratively in effort to focus on the benchmark depth. Data from the exams will be analyzed to measure student performance.
- The FI. Standards teacher will assist with unpacking the standards so that teachers meet the full intent of the standard.
- Peer tutoring will be put into place to assist students to prepare for the exam. Upper level math students will be used as tutors.
- Teachers will communicate with parents regarding the upcoming testing opportunities for the students, including students who will retake the exam.
- Teachers will plan lessons and develop standards-based materials in professional learning communities.
- New teachers will be supported with mentors to refine instructional strategies.

Targeted Barriers to Achieving the Goal 3

- Not all teacher instruction will be as rigorous as the End of Course exam.
- Time to complete and review curriculum prior to the Florida Assessments will be difficult due to the dates of the testing window.

Plan to Monitor Progress Toward G5. 8

Will conduct classroom walk throughs to ensure the goal is being met.

Person Responsible

Cyndi Page

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Classroom Walkthrough Data; Standards-aligned lesson plans and materials; Pacing data

Plan to Monitor Progress Toward G5. 8

Will facilitate the development, alignment, and data analysis of common assessments.

Person Responsible

James Martin

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Common assessment data; Standards-aligned lesson plans and materials; Pacing data; Agendas from collaboration meetings

G6. Increase student's who score a level 3, 4, or 5 on the Biology End of Course exam. 1a

 G071284

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	70.0

Resources Available to Support the Goal 2

- Create and implement an FCIM strategy that targets the 22 core benchmarks that emphasize complex text, writing in the subject area and specific practice with questions similar to the Biology EOC. Teachers may also use task cards, blueprints, course description and test item spec books.

Targeted Barriers to Achieving the Goal 3

- A significant time gap exists between 7th grade Life Science and 10th grade Biology.

Plan to Monitor Progress Toward G6. 8

Teachers will use created FCIM activities that will be collected weekly to ensure benchmark comprehension and understanding. Biology teachers will collaborate during PLC to discuss results and strategies for remediation and enrichment.

Person Responsible

Rhonda Boykin

Schedule

Weekly, from 9/8/2014 to 4/30/2015

Evidence of Completion

Higher scores on the practice test which will reflect on the Biology End of Course Exam.

G7. Increase the number of student's who scored at level 3 on the reading section of the FSA. 1a

G071285

Targets Supported 1b

Indicator	Annual Target
Writing Gains District Assessment	69.0

Resources Available to Support the Goal 2

- Students are enrolled in Intensive Reading Classes where they use the Achieve 3000 Program.
- Students are able to practice the skills they lack through the reading program Achieve 3000.
- Students are placed in teacher led and student led small groups.
- Students also have to complete Independent reading assignments to enhance their Lexile Levels.

Targeted Barriers to Achieving the Goal 3

- Student vocabulary is frequently limited to basic understanding and definitions.
- Students don't take the program serious and just put anything for the answer.
- Students picking books that are too easy and they are not being challenged in their reading.

Plan to Monitor Progress Toward G7. 8

Data will be collected from the scores on FAIR Testing as well as LBA testing. If all of the teachers buy in and ensure that the students have the skills to be successfull, then the implementation will produce higher scores on the state test as well as End of Course exams. If teacher are not implementing the strategies, then student achievement will be low. This will increase the number of classroom visits until the strategy is fully implemented throught the department.

Person Responsible

Devon Cole

Schedule

Weekly, from 9/9/2014 to 9/9/2014

Evidence of Completion

Literacy Coach and Administrator will have a classroom walkthrough Instructional Checklist to mark what they see. They able to collaborate with one another to ensure the plans are properly implemented.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Lake Minneola High will begin early implementation stages of Project Based Learning curriculum in English Language Arts and Mathematics. **1**

 G071279

G1.B1 Developing PBL lessons will be difficult as teachers lack the knowledge of how to develop effective PBL curriculum. **2**

 B185936

G1.B1.S1 The site-based PBL expert teacher will provide other teachers of any subject area with training to understand the PBL process as well as facilitate the development of PBL lesson development. **4**

 S197345

Strategy Rationale

Providing professional development and support to teachers new to Project Based Learning will enable individuals to develop standards-aligned curriculum using the PBL design.

Action Step 1 **5**

The site-based PBL expert teacher will provide teachers with an initial training, followed by ongoing support in PLC meetings, to understand the PBL process and design PBL lessons.

Person Responsible

Devon Cole

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Training opportunities will be offered and materials will be hosted online; Teachers regularly attend PBL PLC meetings;

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The PBL facilitator will provide meeting notes from PLCs and engage teachers in the Lesson Study cycle to improve PBL lesson design.

Person Responsible

Devon Cole

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

PLC meeting notes; Training documents; Sample work from implemented PBL lessons

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Ensure all teachers implementing PBL are delivering standards-based lessons and engaging in the lesson study cycle to improve future PBL lessons.

Person Responsible

Devon Cole

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Student work samples; Agendas from collaboration meetings; Standards-aligned lesson plans and materials

G2. Lake Minneola High will maintain a safe learning/working environment for all students and staff. 1

G071280

G2.B1 LMHS students not wearing ID's, or wearing hoods and hats so the supervisors can not identify them as students. 2

B185937

G2.B1.S1 Educate students, staff and parents about the school's safety and bullying plans/initiatives. 4

S197346

Strategy Rationale

When parents and students are educated on why we have the safety rules we have, they will be more likely to follow the rules.

Action Step 1 5

The administrator will monitor Bullying Reports made by students and parents.

Person Responsible

Joe Frana

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

The administrator will collect bullying reports from the other administrators to see how many reports are collected monthly.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Conversations between administrators and teachers will assist in monitoring implementation.

Person Responsible

Joe Frana

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Bullying packets will be collected by the administrator over to ensure the process is helpful to students.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Professional development will be provided for employees on identifying and intervening bullying.

Person Responsible

Joe Frana

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Lake County reporting procedures will be followed. In addition, a tracking database will be created on the share drive to allow data to be reviewed.

G3. Increase the number of students who earn a composite score on the ACT College Readiness Assessment.

1

 G071281

G3.B1 The Traditional Computer-based program is no longer an effective reading remediation program for helping below-level readers who appear on the Intensive Reading Roster year after year, achieve success

2

 B185938

G3.B1.S1 The ACT Prep Course will prepare students in their effort to be College and Career ready. 4

 S197347

Strategy Rationale

The ACT Prep Class will increase the Graduation Rate for those who have been challenged by the requirements.

Action Step 1 5

The students will be enrolled in the ACT Prep Class.

Person Responsible

Debbra Snow

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

The teachers have ACT Notebooks that will be reviewed by the Administrator every nine weeks. To ensure the ACT Program is being used correctly to improve student achievement.

Person Responsible

Joe Frana

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

The administrator will keep a log of conversation between him and the teachers who are teaching the ACT Course

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

ACT Prep Data will be collected, and the Administrator will do classroom visits to ensure effective implementation of the program.

Person Responsible

Joe Frana

Schedule

Monthly, from 9/14/2015 to 5/31/2016

Evidence of Completion

Results of LBA, FSA, and ACT Prep will determine if the strategies worked.

G4. Increase the number of students who will score at level 4 and above on FSA in Reading/Writing and Math EOC's. 1

G071282

G4.B1 Students are not fully prepared to write formally using appropriate conventions in a final draft format. 2

B185939

G4.B1.S1 Plan and implement a school-wide writing plan. 4

S197348

Strategy Rationale

Teachers, then students will be in-serviced on the new assessment and the rubric for the purposes of becoming familiar with the instrument.

Action Step 1 5

The LLT will develop a writing plan that will be rolled out to the Faculty.

Person Responsible

Roger Rice

Schedule

Monthly, from 9/22/2014 to 4/6/2015

Evidence of Completion

Improved writing samples in benchmark assessments and classroom grades

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

The Literacy Coach and Assistant Principal will routinely enter the classroom to ensure the plan is being followed, then they will meet with the teacher after to let them know what they saw.

Person Responsible

Roger Rice

Schedule

Weekly, from 10/6/2014 to 4/6/2015

Evidence of Completion

increased mastery on the selected Mini Tasks associated with the Recursive Standards

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

The Literacy Coach and Assistant Principal will routinely enter the classroom to ensure the plan is being followed, then they will meet with the teacher after to let them know what they saw.

Person Responsible

Roger Rice

Schedule

Monthly, from 9/15/2015 to 4/15/2016

Evidence of Completion

Improved writing samples

G4.B1.S2 School-wide approach for the implementation of writing strategies 4

 S197349

Strategy Rationale

These strategies will align with the new assessment expectations.

Action Step 1 5

The LLT and the Admin responsible will have to conduct regular observations to make sure that the new Rubric is being utilized with fidelity.

Person Responsible

Roger Rice

Schedule

Weekly, from 9/15/2014 to 4/13/2015

Evidence of Completion

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

Admin and the Plus Team will collect data during observations and CWT's to determine the success of the implementation of the school-wide writing approach.

Person Responsible

Roger Rice

Schedule

Weekly, from 9/22/2014 to 4/13/2015

Evidence of Completion

G5. Increase the number of students who achieve level 3 or higher on the the mathematics Florida Assessments for Algebra 1, Geometry and Algebra 2. 1

 G071283

G5.B1 Not all teacher instruction will be as rigorous as the End of Course exam. 2

 B185944

G5.B1.S1 Teachers will work cooperatively through their PLC and department chair to share best practices to ensure improved student achievement. 4

 S197350

Strategy Rationale

Best practices are a necessary share out for the teachers to grow professionally and allow students to have access to best teaching practices.

Action Step 1 5

Ensure that the strategies will be implemented properly to ensure student achievement

Person Responsible

Cyndi Page

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

End of Course Exam Results

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

They will visit classrooms to ensure that the teachers are following the plan.

Person Responsible

Cyndi Page

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

End of Course exam results

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

They will facilitate collaborative planning sessions and mentor new teachers.

Person Responsible

James Martin

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Agendas from collaboration meetings; Meeting notes from teacher-mentoring meetings

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Ensure all teachers are aware of the expectations for collaborative planning and are active participants in collaboration meetings.

Person Responsible

Cyndi Page

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Minutes for Dept. Meeting; Common assessment data; Agendas from collaboration meetings; Standards-aligned lesson plans and materials

G5.B1.S2 Teachers will develop common assessments aligned to the standards as a means to measure student performance. 4

S197351

Strategy Rationale

Common assessments provide valuable data about student performance amongst teachers which allows teachers to adjust curriculum delivery practices and pacing to meet student learning needs.

Action Step 1 5

Ensure common assessments are being implemented properly

Person Responsible

Cyndi Page

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Subject-specific common assessment data; Agendas from collaborative planning

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

They will facilitate collaborative planning meetings.

Person Responsible

James Martin

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Agendas from collaborative planning; Common assessment data

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Ensure all teachers are developing and implementing common assessments in a timely manner.

Person Responsible

Cyndi Page

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Common assessment data; Agendas from collaboration meetings; Pacing data

G5.B2 Time to complete and review curriculum prior to the Florida Assessments will be difficult due to the dates of the testing window. 2

 B185945

G5.B2.S1 Teachers will develop common assessments aligned to the standards as a means to measure student performance. [copy] 4

 S197352

Strategy Rationale

Common assessments provide valuable data about student performance amongst teachers which allows teachers to adjust curriculum delivery practices and pacing to meet student learning needs.

Action Step 1 5

Ensure common assessments are being implemented properly [copy]

Person Responsible

Cyndi Page

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Subject-specific common assessment data; Agendas from collaborative planning

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

They will facilitate collaborative planning meetings.

Person Responsible

James Martin

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Agendas from collaborative planning; Common assessment data

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Ensure all teachers are developing and implementing common assessments in a timely manner.

Person Responsible

Cyndi Page

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Common assessment data; Agendas from collaboration meetings; Pacing data

G5.B2.S2 Teachers will plan lessons collaboratively in professional learning communities. 4

S197353

Strategy Rationale

Planning lessons collaboratively requires teachers to outline instructional timelines, determining the pacing requirements to meet the needs of learners.

Action Step 1 5

Ensure teachers are active participants in the collaborative planning process during PLC meetings

Person Responsible

Cyndi Page

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Standards-aligned lessons and materials; Agendas from collaborative planning

Plan to Monitor Fidelity of Implementation of G5.B2.S2 6

They will facilitate collaborative planning sessions.

Person Responsible

James Martin

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Agendas from collaborative planning; Common lesson plans and instructional materials

Plan to Monitor Fidelity of Implementation of G5.B2.S2 6

They will conduct classroom walk throughs to ensure the strategy is being implemented properly.

Person Responsible

Cyndi Page

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Classroom walk through data; End of Course exam results

Plan to Monitor Effectiveness of Implementation of G5.B2.S2 7

Ensure all teachers are aware of the expectations for collaborative planning and are active participants in collaboration meetings.

Person Responsible

Cyndi Page

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Minutes for Dept. Meeting; Common assessment data; Agendas from collaboration meetings; Standards-aligned lesson plans and materials

G6. Increase student's who score a level 3, 4, or 5 on the Biology End of Course exam. 1

 G071284

G6.B1 A significant time gap exists between 7th grade Life Science and 10th grade Biology. 2

 B185946

G6.B1.S1 Create and implement an FCIM strategy that targets the 22 core benchmarks that emphasize complex text, writing in the subject area and specific practice with questions similar to the Biology EOC. Place students from the lowest quartile based on their 8th grade FCAT Science test in Environmental Science. 4

 S197354

Strategy Rationale

To be able to bridge the gap of time between 7th and 10th grade Life Science.

Action Step 1 5

Teachers will create and implement an FCIM strategy that targets the 22 core benchmarks that emphasize complex text, writing in the subject area and specific practice with questions similar to the Biology EOC. Teachers will also test the students periodically by teacher made test and Benchmark quizzes to ensure that the students are retaining the information.

Person Responsible

Rhonda Boykin

Schedule

Weekly, from 9/8/2014 to 4/30/2015

Evidence of Completion

The evidence will show as student's score higher on the Biology End of Course

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

The Science Department Chair and the Administrator in charge of Science will meet with the teachers to explain the plan of action to them. The department chair and Administrator will conduct walk throughs to ensure the teachers are in full implementation of the plan. The Science Department will also offer tutoring to students bi-weekly starting in October and ending in April prior to the EOC being administered.

Person Responsible

Rhonda Boykin

Schedule

Weekly, from 9/8/2014 to 4/30/2015

Evidence of Completion

Scores on practice test will begin to rise as the teachers implement the planned strategy.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Teachers will use created FCIM activities that will be collected weekly to ensure benchmark comprehension and understanding. Biology teachers will collaborate during PLC to discuss results and strategies for remediation and enrichment.

Person Responsible

Rhonda Boykin

Schedule

Weekly, from 9/8/2014 to 4/30/2015

Evidence of Completion

Higher scores on the practice test which will reflect on the Biology End of Course Exam.

G7. Increase the number of student's who scored at level 3 on the reading section of the FSA. 1

 G071285

G7.B1 Student vocabulary is frequently limited to basic understanding and definitions. 2

 B185947

G7.B1.S1 Incorporate high level vocabulary study to move beyond denotation to analysis of connotation within complex text. 4

 S197355

Strategy Rationale

Studies show that students who can analyze a complex text should perform better than those students who can not perform the same task.

Action Step 1 5

Students will be taught origin of words to improve their vocabulary

Person Responsible

Devon Cole

Schedule

On 9/9/2014

Evidence of Completion

Higher reading levels on the FCAT

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Classroom walkthroughs will be done to ensure that this strategy is implemented

Person Responsible

Devon Cole

Schedule

Weekly, from 9/9/2014 to 9/9/2014

Evidence of Completion

Teachers lesson plans and Higher scores on FAIR and LBA Test

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Data will be collected from the scores on FAIR Testing as well as LBA testing. If all of the teachers buy in and ensure that the students have the skills to be successful, then the implementation will produce higher scores on the state test as well as End of Course exams. If teachers are not implementing the strategies, then student achievement will be low. This will increase the number of classroom visits until the strategy is fully implemented through the department.

Person Responsible

Devon Cole

Schedule

Every 2 Months, from 9/9/2014 to 9/9/2014

Evidence of Completion

Results of FAIR, LBA, and FCAT will determine if the strategies worked.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	The site-based PBL expert teacher will provide teachers with an initial training, followed by ongoing support in PLC meetings, to understand the PBL process and design PBL lessons.	Cole, Devon	8/17/2015	Training opportunities will be offered and materials will be hosted online; Teachers regularly attend PBL PLC meetings;	6/3/2016 monthly
G2.B1.S1.A1	The administrator will monitor Bullying Reports made by students and parents.	Frana, Joe	8/24/2015	The administrator will collect bullying reports from the other administrators to see how many reports are collected monthly.	5/27/2016 monthly
G3.B1.S1.A1	The students will be enrolled in the ACT Prep Class.	Snow, Debbra	8/24/2015		6/3/2016 daily
G4.B1.S1.A1	The LLT will develop a writing plan that will be rolled out to the Faculty.	Rice, Roger	9/22/2014	Improved writing samples in benchmark assessments and classroom grades	4/6/2015 monthly
G4.B1.S2.A1	The LLT and the Admin responsible will have to conduct regular observations to make sure that the new Rubric is being utilized with fidelity.	Rice, Roger	9/15/2014		4/13/2015 weekly
G5.B1.S1.A1	Ensure that the strategies will be implemented properly to ensure student achievement	Page, Cyndi	8/24/2015	End of Course Exam Results	6/9/2016 weekly
G5.B1.S2.A1	Ensure common assessments are being implemented properly	Page, Cyndi	8/24/2015	Subject-specific common assessment data; Agendas from collaborative planning	6/9/2016 biweekly
G5.B2.S1.A1	Ensure common assessments are being implemented properly [copy]	Page, Cyndi	8/24/2015	Subject-specific common assessment data; Agendas from collaborative planning	6/9/2016 biweekly
G5.B2.S2.A1	Ensure teachers are active participants in the collaborative planning process during PLC meetings	Page, Cyndi	8/24/2015	Standards-aligned lessons and materials; Agendas from collaborative planning	6/9/2016 monthly

Lake - 0901 - Lake Minneola High School - 2015-16 SIP
Lake Minneola High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.B1.S1.A1	Teachers will create and implement an FCIM strategy that targets the 22 core benchmarks that emphasize complex text, writing in the subject area and specific practice with questions similar to the Biology EOC. Teachers will also test the students periodically by teacher made test and Benchmark quizzes to ensure that the students are retaining the information.	Boykin, Rhonda	9/8/2014	The evidence will show as student's score higher on the Biology End of Course	4/30/2015 weekly
G7.B1.S1.A1	Students will be taught origin of words to improve their vocabulary	Cole, Devon	9/9/2014	Higher reading levels on the FCAT	9/9/2014 one-time
G1.MA1	Student achievement levels in PBL and non-PBL classes will be compared to monitor the impact of the PBL design on student learning.	Cole, Devon	8/17/2015	Student grades; Student work samples; Assessment data	6/3/2016 quarterly
G1.B1.S1.MA1	Ensure all teachers implementing PBL are delivering standards-based lessons and engaging in the lesson study cycle to improve future PBL lessons.	Cole, Devon	8/17/2015	Student work samples; Agendas from collaboration meetings; Standards-aligned lesson plans and materials	6/3/2016 monthly
G1.B1.S1.MA1	The PBL facilitator will provide meeting notes from PLCs and engage teachers in the Lesson Study cycle to improve PBL lesson design.	Cole, Devon	8/17/2015	PLC meeting notes; Training documents; Sample work from implemented PBL lessons	6/3/2016 quarterly
G2.MA1	Bullying packets submitted by students and phone calls from parents.	Frana, Joe	8/24/2015	Bullying Packets.	5/27/2016 monthly
G2.B1.S1.MA1	Professional development will be provided for employees on identifying and intervening bullying.	Frana, Joe	8/24/2015	Lake County reporting procedures will be followed. In addition, a tracking database will be created on the share drive to allow data to be reviewed.	5/27/2016 monthly
G2.B1.S1.MA1	Conversations between administrators and teachers will assist in monitoring implementation.	Frana, Joe	8/24/2015	Bullying packets will be collected by the administrator over to ensure the process is helpful to students.	5/27/2016 monthly
G3.MA1	[no content entered]			one-time	
G3.B1.S1.MA1	ACT Prep Data will be collected, and the Administrator will do classroom visits to ensure effective implementation of the program.	Frana, Joe	9/14/2015	Results of LBA, FSA, and ACT Prep will determine if the strategies worked.	5/31/2016 monthly
G3.B1.S1.MA1	The teachers have ACT Notebooks that will be reviewed by the Administrator every nine weeks. To ensure the ACT Program is being used correctly to improve student achievement.	Frana, Joe	8/24/2015	The administrator will keep a log of conversation between him and the teachers who are teaching the ACT Course	6/3/2016 quarterly
G4.MA1	Students will be given writing prompts periodically and scored by the English Department to monitor how the students are progressing.	Rice, Roger	9/15/2014	Improved writing samples	4/20/2015 monthly
G4.B1.S1.MA1	The Literacy Coach and Assistant Principal will routinely enter the classroom to ensure the plan is being followed, then they will meet with the teacher after to let them know what they saw.	Rice, Roger	9/15/2015	Improved writing samples	4/15/2016 monthly
G4.B1.S1.MA1	The Literacy Coach and Assistant Principal will routinely enter the classroom to ensure the plan is being followed, then they will meet with the teacher after to let them know what they saw.	Rice, Roger	10/6/2014	increased mastery on the selected Mini Tasks associated with the Recursive Standards	4/6/2015 weekly

Lake - 0901 - Lake Minneola High School - 2015-16 SIP
Lake Minneola High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S2.MA1	Admin and the Plus Team will collect data during observations and CWT's to determine the success of the implementation of the school-wide writing approach.	Rice, Roger	9/22/2014		4/13/2015 weekly
G5.MA1	Will conduct classroom walk throughs to ensure the goal is being met.	Page, Cyndi	9/8/2014	Classroom Walkthrough Data; Standards-aligned lesson plans and materials; Pacing data	6/5/2015 weekly
G5.MA2	Will facilitate the development, alignment, and data analysis of common assessments.	Martin, James	8/24/2015	Common assessment data; Standards-aligned lesson plans and materials; Pacing data; Agendas from collaboration meetings	6/9/2016 weekly
G5.B1.S1.MA1	Ensure all teachers are aware of the expectations for collaborative planning and are active participants in collaboration meetings.	Page, Cyndi	8/24/2015	Minutes for Dept. Meeting; Common assessment data; Agendas from collaboration meetings; Standards-aligned lesson plans and materials	6/9/2016 monthly
G5.B1.S1.MA1	They will visit classrooms to ensure that the teachers are following the plan.	Page, Cyndi	8/24/2015	End of Course exam results	6/9/2016 weekly
G5.B1.S1.MA3	They will facilitate collaborative planning sessions and mentor new teachers.	Martin, James	8/24/2015	Agendas from collaboration meetings; Meeting notes from teacher-mentoring meetings	6/9/2016 monthly
G5.B2.S1.MA1	Ensure all teachers are developing and implementing common assessments in a timely manner.	Page, Cyndi	8/24/2015	Common assessment data; Agendas from collaboration meetings; Pacing data	6/9/2016 weekly
G5.B2.S1.MA1	They will facilitate collaborative planning meetings.	Martin, James	8/24/2015	Agendas from collaborative planning; Common assessment data	6/9/2016 biweekly
G5.B1.S2.MA1	Ensure all teachers are developing and implementing common assessments in a timely manner.	Page, Cyndi	8/24/2015	Common assessment data; Agendas from collaboration meetings; Pacing data	6/9/2016 weekly
G5.B1.S2.MA1	They will facilitate collaborative planning meetings.	Martin, James	8/24/2015	Agendas from collaborative planning; Common assessment data	6/9/2016 biweekly
G5.B2.S2.MA1	Ensure all teachers are aware of the expectations for collaborative planning and are active participants in collaboration meetings.	Page, Cyndi	8/24/2015	Minutes for Dept. Meeting; Common assessment data; Agendas from collaboration meetings; Standards-aligned lesson plans and materials	6/9/2016 weekly
G5.B2.S2.MA1	They will facilitate collaborative planning sessions.	Martin, James	8/24/2015	Agendas from collaborative planning; Common lesson plans and instructional materials	6/9/2016 monthly
G5.B2.S2.MA2	They will conduct classroom walk throughs to ensure the strategy is being implemented properly.	Page, Cyndi	8/24/2015	Classroom walk through data; End of Course exam results	6/9/2016 weekly
G6.MA1	Teachers will use created FCIM activities that will be collected weekly to ensure benchmark comprehension and understanding. Biology teachers will collaborate during PLC to discuss results and strategies for remediation and enrichment.	Boykin, Rhonda	9/8/2014	Higher scores on the practice test which will reflect on the Biology End of Course Exam.	4/30/2015 weekly
G6.B1.S1.MA1	Teachers will use created FCIM activities that will be collected weekly to ensure benchmark comprehension and understanding. Biology teachers will collaborate during PLC to discuss results and strategies for remediation and enrichment.	Boykin, Rhonda	9/8/2014	Higher scores on the practice test which will reflect on the Biology End of Course Exam.	4/30/2015 weekly
G6.B1.S1.MA1	The Science Department Chair and the Administrator in charge of Science will meet with the teachers to explain the plan of action to them. The department chair and Administrator will conduct walk throughs to ensure the	Boykin, Rhonda	9/8/2014	Scores on practice test will begin to rise as the teachers implement the planned strategy.	4/30/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	teachers are in full implementation of the plan. The Science Department will also offer tutoring to students bi-weekly starting in October and ending in April prior to the EOC being administered.				
G7.MA1	Data will be collected from the scores on FAIR Testing as well as LBA testing. If all of the teachers buy in and ensure that the students have the skills to be successful, then the implementation will produce higher scores on the state test as well as End of Course exams. If teachers are not implementing the strategies, then student achievement will be low. This will increase the number of classroom visits until the strategy is fully implemented throughout the department.	Cole, Devon	9/9/2014	Literacy Coach and Administrator will have a classroom walkthrough Instructional Checklist to mark what they see. They are able to collaborate with one another to ensure the plans are properly implemented.	9/9/2014 weekly
G7.B1.S1.MA1	Data will be collected from the scores on FAIR Testing as well as LBA testing. If all of the teachers buy in and ensure that the students have the skills to be successful, then the implementation will produce higher scores on the state test as well as End of Course exams. If teachers are not implementing the strategies, then student achievement will be low. This will increase the number of classroom visits until the strategy is fully implemented throughout the department.	Cole, Devon	9/9/2014	Results of FAIR, LBA, and FCAT will determine if the strategies worked.	9/9/2014 every-2-months
G7.B1.S1.MA1	Classroom walkthroughs will be done to ensure that this strategy is implemented	Cole, Devon	9/9/2014	Teachers lesson plans and Higher scores on FAIR and LBA Test	9/9/2014 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Lake Minneola High will begin early implementation stages of Project Based Learning curriculum in English Language Arts and Mathematics.

G1.B1 Developing PBL lessons will be difficult as teachers lack the knowledge of how to develop effective PBL curriculum.

G1.B1.S1 The site-based PBL expert teacher will provide other teachers of any subject area with training to understand the PBL process as well as facilitate the development of PBL lesson development.

PD Opportunity 1

The site-based PBL expert teacher will provide teachers with an initial training, followed by ongoing support in PLC meetings, to understand the PBL process and design PBL lessons.

Facilitator

Jennifer Carlson

Participants

Teachers new to the PBL design wanting to implement PBL lessons to support student learning.

Schedule

Monthly, from 8/17/2015 to 6/3/2016

G4. Increase the number of students who will score at level 4 and above on FSA in Reading/Writing and Math EOC's.

G4.B1 Students are not fully prepared to write formally using appropriate conventions in a final draft format.

G4.B1.S1 Plan and implement a school-wide writing plan.

PD Opportunity 1

The LLT will develop a writing plan that will be rolled out to the Faculty.

Facilitator

Roger Rice, Debra Snow, and Robin Bennett

Participants

LMHS Faculty

Schedule

Monthly, from 9/22/2014 to 4/6/2015

G4.B1.S2 School-wide approach for the implementation of writing strategies

PD Opportunity 1

The LLT and the Admin responsible will have to conduct regular observations to make sure that the new Rubric is being utilized with fidelity.

Facilitator

Literacy Coach, D. Snow, Administrator, R. Rice, Teacher Facilitator, R. Bennett

Participants

Faculty

Schedule

Weekly, from 9/15/2014 to 4/13/2015

G5. Increase the number of students who achieve level 3 or higher on the the mathematics Florida Assessments for Algebra 1, Geometry and Algebra 2.

G5.B1 Not all teacher instruction will be as rigorous as the End of Course exam.

G5.B1.S2 Teachers will develop common assessments aligned to the standards as a means to measure student performance.

PD Opportunity 1

Ensure common assessments are being implemented properly

Facilitator

Martin, James (martinj@lake.k12.fl.us)

Participants

Boval, J.; Fontenot, B.; Leslie, V.; Todd, R.; Vales, J.; Browning, K.; Hilton, W.; Nelson, E.; Hoke, D.; Kjosa, H.; Mendoza, R.

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

G5.B2 Time to complete and review curriculum prior to the Florida Assessments will be difficult due to the dates of the testing window.

G5.B2.S1 Teachers will develop common assessments aligned to the standards as a means to measure student performance. [copy]

PD Opportunity 1

Ensure common assessments are being implemented properly [copy]

Facilitator

Martin, James (martinj@lake.k12.fl.us)

Participants

Boval, J.; Fontenot, B.; Leslie, V.; Todd, R.; Vales, J.; Browning, K.; Hilton, W.; Nelson, E.; Hoke, D.; Kjosa, H.; Mendoza, R.

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

G5.B2.S2 Teachers will plan lessons collaboratively in professional learning communities.

PD Opportunity 1

Ensure teachers are active participants in the collaborative planning process during PLC meetings

Facilitator

Martin, James (martinj@lake.k12.fl.us)

Participants

Boval, J.; Fontenot, B.; Leslie, V.; Todd, R.; Vales, J.; Browning, K.; Hilton, W.; Nelson, E.; Hoke, D.; Kjosa, H.; Mendoza, R.

Schedule

Monthly, from 8/24/2015 to 6/9/2016

G7. Increase the number of student's who scored at level 3 on the reading section of the FSA.

G7.B1 Student vocabulary is frequently limited to basic understanding and definitions.

G7.B1.S1 Incorporate high level vocabulary study to move beyond denotation to analysis of connotation within complex text.

PD Opportunity 1

Students will be taught origin of words to improve their vocabulary

Facilitator

Mrs. Debra Snow

Participants

Faculty of Lake Minneola High School

Schedule

On 9/9/2014

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	The site-based PBL expert teacher will provide teachers with an initial training, followed by ongoing support in PLC meetings, to understand the PBL process and design PBL lessons.	\$0.00
2	G2.B1.S1.A1	The administrator will monitor Bullying Reports made by students and parents.	\$0.00
3	G3.B1.S1.A1	The students will be enrolled in the ACT Prep Class.	\$0.00
4	G4.B1.S1.A1	The LLT will develop a writing plan that will be rolled out to the Faculty.	\$0.00
5	G4.B1.S2.A1	The LLT and the Admin responsible will have to conduct regular observations to make sure that the new Rubric is being utilized with fidelity.	\$0.00
6	G5.B1.S1.A1	Ensure that the strategies will be implemented properly to ensure student achievement	\$0.00
7	G5.B1.S2.A1	Ensure common assessments are being implemented properly	\$0.00
8	G5.B2.S1.A1	Ensure common assessments are being implemented properly [copy]	\$0.00
9	G5.B2.S2.A1	Ensure teachers are active participants in the collaborative planning process during PLC meetings	\$0.00
10	G6.B1.S1.A1	Teachers will create and implement an FCIM strategy that targets the 22 core benchmarks that emphasize complex text, writing in the subject area and specific practice with questions similar to the Biology EOC. Teachers will also test the students periodically by teacher made test and Benchmark quizzes to ensure that the students are retaining the information.	\$0.00
11	G7.B1.S1.A1	Students will be taught origin of words to improve their vocabulary	\$0.00
Total:			\$0.00