

Lake County Schools

Lake Minneola High School



2016-17 Schoolwide Improvement Plan

Lake Minneola High School

101 N HANCOCK RD, Minneola, FL 34715

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	44%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	A	B

**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 was approved by the Lake County School Board on 11/1/2016.

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 a monitoring status of "Former F" (see page 4). 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>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Lake Minneola High School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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."

b. 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."

2. School Environment

a. 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.

b. 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.

c. 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.

d. 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.

3. Early Warning Systems

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

a. 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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	61	91	90	138	380
One or more suspensions	0	0	0	0	0	0	0	0	0	14	45	21	34	114
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	13	36	31	41	121
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	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	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	1	0	1	0	2

c. 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 paterens 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. 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.

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

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	School 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
	Instructional Coach
Heath, Jeff	Other
Mitchell, Hollee	Other
Frana, Joe	Assistant Principal

b. Duties

1. 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.

2. 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Tracy Wood	Parent
Toni Beckett	Teacher
Amy Fox	Teacher
Ardena Lewis	Parent
Vin Montuori	Teacher
Derrick Osso	Parent
Brett Fontenot	Teacher
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

b. Duties

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

a. 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.

b. 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.

c. 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.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

1. 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.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 on their individual webpages by Friday morning of every week. Administrators complete classroom walk throughs with subject and Scope and Sequence, blueprints and test item specifications 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.

b. Instructional Strategies

1. 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.

2. 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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

1. 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.

2. 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

3. 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.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** With high expectations teachers will understand, plan, deliver, and differentiate standards-based instruction in all content areas.

- G2.** LMHS will utilize EWS data to implement effective interventions to increase student attendance.

Strategic Goals Detail

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

G1. With high expectations teachers will understand, plan, deliver, and differentiate standards-based instruction in all content areas. 1a

G086822

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	80.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent use and lack of teacher knowledge in best practices for standards-based instruction in all content areas.
- Vertical alignment of curriculum mapping needs improvement.
- Common planning does not have explicit focus and outcomes are not actively used by Leadership.
- Consideration of student placement in courses based on district progression is inflexible to student readiness.

Resources Available to Help Reduce or Eliminate the Barriers 2

-

Plan to Monitor Progress Toward G1. 8

Classroom walkthroughs will allow for monitoring of standards-based instruction by Administration.

Person Responsible

Devon Cole

Schedule

Weekly, from 8/10/2016 to 5/19/2017

Evidence of Completion

CWT, lesson plans, student work samples

Plan to Monitor Progress Toward G1. 8

Classroom walkthroughs will allow for monitoring of implementation of AVID strategies in classroom activities.

Person Responsible

Linda Shepherd

Schedule

Weekly, from 8/10/2016 to 5/19/2017

Evidence of Completion

CWT, lesson plans, student work samples

G2. LMHS will utilize EWS data to implement effective interventions to increase student attendance. 1a

G086823

Targets Supported 1b

Indicator	Annual Target
Attendance rate	95.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent use and lack of teacher knowledge of appropriate attendance taking procedures.
- Lack of adherence to the district attendance policy for make-up work.
- Lack student understanding of implications of attendance on course completion.
- Lack of school-wide incentives to attend school.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administrators, Progress Monitoring, Leadership Team, Instructional staff, Mentor-Mentee groups, Power Hour, Incentives for admittance to extracurricular activities.

Plan to Monitor Progress Toward G2. 8

Increase attendance by monitoring Attendance Reports (Skyward)

Person Responsible

Rhonda Boykin

Schedule

Monthly, from 8/10/2016 to 12/20/2016

Evidence of Completion

Share data with leadership team.

Plan to Monitor Progress Toward G2. 8

Increase the number of students eligible to participate in extra-curricular activities.

Person Responsible

Rhonda Boykin

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Share data with leadership team and attendance committee

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. With high expectations teachers will understand, plan, deliver, and differentiate standards-based instruction in all content areas. **1**

 G086822

G1.B1 Inconsistent use and lack of teacher knowledge in best practices for standards-based instruction in all content areas. **2**

 B230805

G1.B1.S1 Use of the Plus days to create a schedule to allow teachers to plan in teams with the support of content support coaches. **4**

 S243502

Strategy Rationale

If we give teachers more time to plan with support for standard-based instruction then instruction will be more aligned to the standards.

Action Step 1 **5**

Plus days will be scheduled on a monthly basis to focus on developing standard-based lessons with best teaching practices in use.

Person Responsible

Linda Shepherd

Schedule

Monthly, from 9/1/2016 to 4/20/2017

Evidence of Completion

PLC meeting minutes, student performance data on common assessments.

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

Use of PLC monitoring tool to report of PLC activities to administration.

Person Responsible

Devon Cole

Schedule

Weekly, from 8/1/2016 to 12/20/2016

Evidence of Completion

Reporting tool, meeting notes, lesson plans

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

Instructional practices will demonstrate use of best instructional practices and standards based content.

Person Responsible

Linda Shepherd

Schedule

Weekly, from 8/10/2016 to 5/19/2017

Evidence of Completion

CWT, Lesson plans, student achievement data

G1.B1.S2 Increase the use of AVID strategies to improve practices across content areas. 4

 S243503

Strategy Rationale

If we increase the use of AVID strategies across content areas students will increase critical thinking.

Action Step(s) Missing for Goal #1, Barrier #1, Strategy #2
Complete one or more action steps for this Strategy or de-select it

G1.B2 Vertical alignment of curriculum mapping needs improvement. 2

B230806

G1.B2.S1 We will focus PLC time on understanding the curriculum overlaps. 4

S243504

Strategy Rationale

If we use time in PLC's to understand curriculum overlaps teachers will be able to better fill the gap of knowledge thus increase student learning.

Action Step 1 5

Teacher PD on AVID strategies monthly to be implemented in all classes.

Person Responsible

Cyndi Page

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Faculty meeting agendas, PLC minutes, student notebooks

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Use of PLC monitoring tool to report of PLC activities to administration.

Person Responsible

Devon Cole

Schedule

Weekly, from 8/1/2016 to 12/20/2016

Evidence of Completion

Reporting tool, meeting notes, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Use of PLC time to increase alignment of curriculum with needs of students as based gaps in understanding and vertical alignment of content.

Person Responsible

Debra Snow

Schedule

Weekly, from 8/10/2016 to 5/19/2017

Evidence of Completion

PLC monitoring document, meeting minutes, CWT

G1.B3 Common planning does not have explicit focus and outcomes are not actively used by Leadership.

2

 B230807

G1.B3.S1 We will establish a common planning focus for PLC's to operate under to increase outcomes that can be actively used by Leadership. 4

 S243505

Strategy Rationale

If we use a focus for PLC's time will be more structured to focus on best practices and the use of data to influence decisions.

Action Step 1 5

Administration will construct a template for teachers to use in PLC's to focus time on standards and high yield instructional strategies.

Person Responsible

Devon Cole

Schedule

On 9/1/2016

Evidence of Completion

Template with instructions for use.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Create a PLC focus that is documented on a monitoring tool

Person Responsible

Devon Cole

Schedule

Weekly, from 8/8/2016 to 12/20/2016

Evidence of Completion

Weekly PLC minutes will be submitted to leadership for review and action planning.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

PLC will be using a common template to allow for administration to monitor the outcomes and needs of the students and teachers.

Person Responsible

Devon Cole

Schedule

Monthly, from 9/1/2016 to 5/19/2017

Evidence of Completion

PLC template, meeting minutes, CWT, Student achievement data

G1.B4 Consideration of student placement in courses based on district progression is inflexible to student readiness. 2

B230808

G1.B4.S1 We will make student placement decisions based on readiness for content. Focusing on the best interest of students. 4

S243506

Strategy Rationale

If we place students appropriately the students will be successful with learning standards and performance on high stake testing will increase.

Action Step 1 5

Gain approval for students not prepared for Alg. I specifically to take LAM 1 as a freshman to better increase their ability to pass the EOC on the first attempt.

Person Responsible

Cyndi Page

Schedule

On 8/8/2016

Evidence of Completion

Master Schedule

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Students will be placed by test scores and academic achievement in prerequisite courses.

Person Responsible

Cyndi Page

Schedule

Monthly, from 8/1/2016 to 5/19/2017

Evidence of Completion

Student cumulative files, transcripts, class rosters, test results.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Students will be placed based on achievement in previous math courses, if not prepared for Alg. I as a freshman they will be placed in LAM 1 and work toward Alg. I in 10th grade.

Person Responsible

Cyndi Page

Schedule

Monthly, from 8/10/2016 to 12/20/2016

Evidence of Completion

Student cumulative records, transcripts, class rosters, test results

G2. LMHS will utilize EWS data to implement effective interventions to increase student attendance. 1

G086823

G2.B1 Inconsistent use and lack of teacher knowledge of appropriate attendance taking procedures. 2

B230809

G2.B1.S1 We will provide expectations for attendance taking during faculty meeting. We will hold department training during preplan on skyward grade system for attendance record keeping provided by a district ILS. 4

S243507

Strategy Rationale

If we implement, monitor and support accurate attendance record keeping teachers will be able to provide feedback necessary for tracking student progress.

Action Step 1 5

Create a writing team that will create a positive attendance incentive program to include extra-curricular activities, parking privileges and bonus points on exams.

Person Responsible

Rhonda Boykin

Schedule

Monthly, from 8/1/2016 to 6/1/2017

Evidence of Completion

Meeting minutes, attendance contracts, parking permits, bonus point structure.

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

Attendance taking procedures will be reviewed with teachers in faculty meeting. Administration will monitor fidelity of attendance by teachers.

Person Responsible

Rhonda Boykin

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Teacher attendance records.

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

Administration will review attendance data weekly for teacher fidelity for record keeping accuracy. This will increase the teacher reliability of records and allow for productive conversations with students and parents.

Person Responsible

Rhonda Boykin

Schedule

Monthly, from 7/31/2016 to 5/19/2017

Evidence of Completion

Attendance records, student grades

G2.B2 Lack of adherence to the district attendance policy for make-up work. 2

B230810

G2.B2.S1 We will train teachers on expectations based on attendance policy to ensure compliance for make-up assignments. 4

S243508

Strategy Rationale

If we implement, monitor and support holding teachers accountable on the expectation for make-up work completion, teachers will be able to provide accurate records of student proficiency on standards.

Action Step 1 5

Teachers will be trained on the district adopted attendance policy regarding make-up work for unexcused absences and appropriate attendance taking procedures.

Person Responsible

Rhonda Boykin

Schedule

Monthly, from 8/17/2016 to 5/19/2017

Evidence of Completion

Meeting minutes, student grade records, teacher attendance records

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Review teacher attendance input for fidelity as connected to excused and unexcused absences

Person Responsible

Rhonda Boykin

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Teacher attendance records, student assignment completion.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Teachers will be held accountable for keeping student make-up assignments for only excused absences.

Person Responsible

Rhonda Boykin

Schedule

Weekly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Attendance records in correlation to grades for students who have not been in attendance.

G2.B2.S2 Train students on expectations based on the student code of conduct attendance policy to ensure compliance for excused/unexcused absences. 4

 S243509

Strategy Rationale

If we implement, monitor and support holding students accountable on the expectation for make-up work completion, students will be .

Action Step 1 5

Students will be provided information regarding the attendance policy as stated in the LCSB Code of Conduct in beginning of the year class meetings. Students will be reminded weekly of attendance expectations through meetings with guidance counselors and administrators.

Person Responsible

Rhonda Boykin

Schedule

Weekly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Meeting minutes, agendas. Student record documentation with admin and guidance.

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Administration will monitor student attendance and address any students who show more than 3 consecutive missed days.

Person Responsible

Rhonda Boykin

Schedule

Weekly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Student attendance records, admin meeting notes

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Administration will review student attendance with comparison to code of conduct to communicate with students effect of poor attendance on grades

Person Responsible

Rhonda Boykin


Schedule

Weekly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Attendance records, class grades and missing assignment reports

G2.B3 Lack student understanding of implications of attendance on course completion. **2**

 B230811

G2.B3.S1 We will train students, parents, and staff on acceptable attendance to ensure appropriate seat time necessary for earning course credit. **4**

 S243510

Strategy Rationale

If we implement, monitor and support the necessary seat time requirement for course credit eligibility, teachers will be able to provide accurate measures of student understanding of curriculum.

Action Step 1 **5**

Students will be provided information regarding the attendance policy as stated in the LCSB Code of Conduct in beginning of the year class meetings. Students will be reminded weekly of attendance expectations through meetings with guidance counselors and administrators.

Person Responsible

Rhonda Boykin

Schedule

Weekly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

Administration will monitor student attendance and address any students who show more than 3 consecutive missed days.

Person Responsible

Rhonda Boykin

Schedule

Weekly, from 8/15/2016 to 5/19/2017

Evidence of Completion

Student attendance records, admin meeting notes

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Review district policy as part of the SAC meeting, class meetings and open house meeting.

Person Responsible

Rhonda Boykin

Schedule

On 9/7/2016


Evidence of Completion

Meeting minutes, agenda

G2.B4 Lack of school-wide incentives to attend school. 2

 B230812

G2.B4.S1 We will provide student incentives tied to attendance to ensure student attendance. 4

 S243511

Strategy Rationale

If we implement, monitor and support providing incentives to students based on attendance, students will value attendance to school more fully.

Action Step 1 5

Review of incentives that are taken by students as well as those that are not eligible or not interested in the incentives.

Person Responsible

Rhonda Boykin

Schedule

On 8/20/2016

Evidence of Completion

List of students eligible/not, items purchased and those that are denied.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Student participation in purchasing of parking permits, tickets to extra-curricular activities will be tracked based on eligibility.

Person Responsible

Roger Rice

Schedule

Monthly, from 8/1/2016 to 5/19/2017

Evidence of Completion

Parking permits purchased, tickets to extra-curricular activities, bonus points assessed to exams.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Review of incentives that are taken by students as well as those that are not eligible or not interested in the incentives.

Person Responsible

Rhonda Boykin

Schedule

Quarterly, from 8/20/2016 to 5/19/2017

Evidence of Completion

List of students eligible/not, items purchased and those that are denied.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B4.S1.A1 A315049	Gain approval for students not prepared for Alg. I specifically to take LAM 1 as a freshman to...	Page, Cyndi	8/8/2016	Master Schedule	8/8/2016 one-time
G2.B4.S1.A1 A315054	Review of incentives that are taken by students as well as those that are not eligible or not...	Boykin, Rhonda	8/20/2016	List of students eligible/not, items purchased and those that are denied.	8/20/2016 one-time
G1.B3.S1.A1 A315048	Administration will construct a template for teachers to use in PLC's to focus time on standards...	Cole, Devon	9/1/2016	Template with instructions for use.	9/1/2016 one-time
G2.B3.S1.MA1 M326467	Review district policy as part of the SAC meeting, class meetings and open house meeting.	Boykin, Rhonda	8/10/2016	Meeting minutes, agenda	9/7/2016 one-time
G2.MA1 M326471	Increase attendance by monitoring Attendance Reports (Skyward)	Boykin, Rhonda	8/10/2016	Share data with leadership team.	12/20/2016 monthly
G1.B1.S1.MA1 M326452	Use of PLC monitoring tool to report of PLC activities to administration.	Cole, Devon	8/1/2016	Reporting tool, meeting notes, lesson plans	12/20/2016 weekly
G1.B2.S1.MA1 M326454	Use of PLC monitoring tool to report of PLC activities to administration.	Cole, Devon	8/1/2016	Reporting tool, meeting notes, lesson plans	12/20/2016 weekly
G1.B3.S1.MA1 M326456	Create a PLC focus that is documented on a monitoring tool	Cole, Devon	8/8/2016	Weekly PLC minutes will be submitted to leadership for review and action planning.	12/20/2016 weekly
G1.B4.S1.MA1 M326457	Students will be placed based on achievement in previous math courses, if not prepared for Alg. I...	Page, Cyndi	8/10/2016	Student cumulative records, transcripts, class rosters, test results	12/20/2016 monthly
G1.B1.S1.A1 A315046	Plus days will be scheduled on a monthly basis to focus on developing standard-based lessons with...	Shepherd, Linda	9/1/2016	PLC meeting minutes, student performance data on common assessments.	4/20/2017 monthly
G1.MA1 M326459	Classroom walkthroughs will allow for monitoring of standards-based instruction by Administration.	Cole, Devon	8/10/2016	CWT, lesson plans, student work samples	5/19/2017 weekly
G1.MA2 M326460	Classroom walkthroughs will allow for monitoring of implementation of AVID strategies in classroom...	Shepherd, Linda	8/10/2016	CWT, lesson plans, student work samples	5/19/2017 weekly
G2.MA2 M326472	Increase the number of students eligible to participate in extra-curricular activities.	Boykin, Rhonda	8/10/2016	Share data with leadership team and attendance committee	5/19/2017 monthly
G1.B1.S1.MA1 M326451	Instructional practices will demonstrate use of best instructional practices and standards based...	Shepherd, Linda	8/10/2016	CWT, Lesson plans, student achievement data	5/19/2017 weekly
G1.B2.S1.MA1 M326453	Use of PLC time to increase alignment of curriculum with needs of students as based gaps in...	Snow, Debbra	8/10/2016	PLC monitoring document, meeting minutes, CWT	5/19/2017 weekly
G1.B2.S1.A1 A315047	Teacher PD on AVID strategies monthly to be implemented in all classes.	Page, Cyndi	8/10/2016	Faculty meeting agendas, PLC minutes, student notebooks	5/19/2017 monthly
G1.B3.S1.MA1 M326455	PLC will be using a common template to allow for administration to monitor the outcomes and needs...	Cole, Devon	9/1/2016	PLC template, meeting minutes, CWT, Student achievement data	5/19/2017 monthly
G1.B4.S1.MA1 M326458	Students will be placed by test scores and academic achievement in prerequisite courses.	Page, Cyndi	8/1/2016	Student cumulative files, transcripts, class rosters, test results.	5/19/2017 monthly
G2.B1.S1.MA1 M326461	Administration will review attendance data weekly for teacher fidelity for record keeping accuracy....	Boykin, Rhonda	7/31/2016	Attendance records, student grades	5/19/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1 M326462	Attendance taking procedures will be reviewed with teachers in faculty meeting. Administration will...	Boykin, Rhonda	8/10/2016	Teacher attendance records.	5/19/2017 monthly
G2.B2.S1.MA1 M326463	Teachers will be held accountable for keeping student make-up assignments for only excused absences.	Boykin, Rhonda	8/10/2016	Attendance records in correlation to grades for students who have not been in attendance.	5/19/2017 weekly
G2.B2.S1.MA1 M326464	Review teacher attendance input for fidelity as connected to excused and unexcused absences	Boykin, Rhonda	8/10/2016	Teacher attendance records, student assignment completion.	5/19/2017 monthly
G2.B2.S1.A1 A315051	Teachers will be trained on the district adopted attendance policy regarding make-up work for...	Boykin, Rhonda	8/17/2016	Meeting minutes, student grade records, teacher attendance records	5/19/2017 monthly
G2.B3.S1.MA1 M326468	Administration will monitor student attendance and address any students who show more than 3...	Boykin, Rhonda	8/15/2016	Student attendance records, admin meeting notes	5/19/2017 weekly
G2.B3.S1.A1 A315053	Students will be provided information regarding the attendance policy as stated in the LCSB Code of...	Boykin, Rhonda	8/10/2016		5/19/2017 weekly
G2.B4.S1.MA1 M326469	Review of incentives that are taken by students as well as those that are not eligible or not...	Boykin, Rhonda	8/20/2016	List of students eligible/not, items purchased and those that are denied.	5/19/2017 quarterly
G2.B4.S1.MA1 M326470	Student participation in purchasing of parking permits, tickets to extra-curricular activities will...	Rice, Roger	8/1/2016	Parking permits purchased, tickets to extra-curricular activities, bonus points assessed to exams.	5/19/2017 monthly
G2.B2.S2.MA1 M326465	Administration will review student attendance with comparison to code of conduct to communicate...	Boykin, Rhonda	8/10/2016	Attendance records, class grades and missing assignment reports	5/19/2017 weekly
G2.B2.S2.A1 A315052	Students will be provided information regarding the attendance policy as stated in the LCSB Code of...	Boykin, Rhonda	8/10/2016	Meeting minutes, agendas. Student record documentation with admin and guidance.	5/19/2017 weekly
G2.B2.S2.MA1 M326466	Administration will monitor student attendance and address any students who show more than 3...	Boykin, Rhonda	8/10/2016	Student attendance records, admin meeting notes	5/24/2017 weekly
G2.B1.S1.A1 A315050	Create a writing team that will create a positive attendance incentive program to include...	Boykin, Rhonda	8/1/2016	Meeting minutes, attendance contracts, parking permits, bonus point structure.	6/1/2017 monthly

V. Professional Development Opportunities

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

G1. With high expectations teachers will understand, plan, deliver, and differentiate standards-based instruction in all content areas.

G1.B1 Inconsistent use and lack of teacher knowledge in best practices for standards-based instruction in all content areas.

G1.B1.S1 Use of the Plus days to create a schedule to allow teachers to plan in teams with the support of content support coaches.

PD Opportunity 1

Plus days will be scheduled on a monthly basis to focus on developing standard-based lessons with best teaching practices in use.

Facilitator

Academic Coaches, Administration

Participants

All Tested area teachers

Schedule

Monthly, from 9/1/2016 to 4/20/2017

G1.B2 Vertical alignment of curriculum mapping needs improvement.

G1.B2.S1 We will focus PLC time on understanding the curriculum overlaps.

PD Opportunity 1

Teacher PD on AVID strategies monthly to be implemented in all classes.

Facilitator

AVID Site Team

Participants

All Faculty

Schedule

Monthly, from 8/10/2016 to 5/19/2017

G1.B3 Common planning does not have explicit focus and outcomes are not actively used by Leadership.

G1.B3.S1 We will establish a common planning focus for PLC's to operate under to increase outcomes that can be actively used by Leadership.

PD Opportunity 1

Administration will construct a template for teachers to use in PLC's to focus time on standards and high yield instructional strategies.

Facilitator

Administration

Participants

All Instructional staff

Schedule

On 9/1/2016

G2. LMHS will utilized EWS data to implement effective interventions to increase student attendance.

G2.B2 Lack of adherence to the district attendance policy for make-up work.

G2.B2.S1 We will train teachers on expectations based on attendance policy to ensure compliance for make-up assignments.

PD Opportunity 1

Teachers will be trained on the district adopted attendance policy regarding make-up work for unexcused absences and appropriate attendance taking procedures.

Facilitator

Attendance committee

Participants

All instructional staff

Schedule

Monthly, from 8/17/2016 to 5/19/2017

VII. Budget

1	G1.B1.S1.A1	Plus days will be scheduled on a monthly basis to focus on developing standard-based lessons with best teaching practices in use.	\$0.00
2	G1.B2.S1.A1	Teacher PD on AVID strategies monthly to be implemented in all classes.	\$0.00

3	G1.B3.S1.A1	Administration will construct a template for teachers to use in PLC's to focus time on standards and high yield instructional strategies.	\$0.00
4	G1.B4.S1.A1	Gain approval for students not prepared for Alg. I specifically to take LAM 1 as a freshman to better increase their ability to pass the EOC on the first attempt.	\$0.00
5	G2.B1.S1.A1	Create a writing team that will create a positive attendance incentive program to include extra-curricular activities, parking privileges and bonus points on exams.	\$0.00
6	G2.B2.S1.A1	Teachers will be trained on the district adopted attendance policy regarding make-up work for unexcused absences and appropriate attendance taking procedures.	\$0.00
7	G2.B2.S2.A1	Students will be provided information regarding the attendance policy as stated in the LCSB Code of Conduct in beginning of the year class meetings. Students will be reminded weekly of attendance expectations through meetings with guidance counselors and administrators.	\$0.00
8	G2.B3.S1.A1	Students will be provided information regarding the attendance policy as stated in the LCSB Code of Conduct in beginning of the year class meetings. Students will be reminded weekly of attendance expectations through meetings with guidance counselors and administrators.	\$0.00
9	G2.B4.S1.A1	Review of incentives that are taken by students as well as those that are not eligible or not interested in the incentives.	\$0.00
Total:			\$0.00