

Lake Minneola High School



2014-15 School Improvement Plan

Lake Minneola High School

101 N HANCOCK RD, Minneola, FL 34715

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

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

49%

Alternative/ESE Center

No

Charter School

No

Minority

47%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	A	

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>.

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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 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 or B with at least one F in the prior three years
- Prevent – currently C
- 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-D 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)

2014-15 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 empower students to achieve academic success by graduating from high school prepared for post-secondary education or meaningful employment."

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.

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 within 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	57	49	53	48	207
One or more suspensions	1	1	0	1	3
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	75	46	52	0	173

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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 patterns 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. It is beneficial to parents because we give them a crash course to better understand what their child is using to learn with. It is also a target to see 98% of the parents attend the monthly SAC meetings held at Lake Minneola High. The more parent involvement we have at Lake Minneola High, the more student achievement 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.

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

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

Name	Title
Beck, Kelly	Instructional Technology
Raber, Katelyn	Teacher, K-12
Mendoza, Rebecca	Teacher, K-12
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

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 FCAT, 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

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

Name	Stakeholder Group
Tracy Wood	Parent
Cyndi Santiago	Parent
Toni Beckett	Teacher
Lynette Cruz	Parent
Amy Fox	Teacher
Ardena Lewis	Parent
Lori Sokolosky	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

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 2013-2014 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

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

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. Through 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 participate are active Independent readers) and daily writing in response to Reading Actives. LLT encourage 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 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 area. 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 their wing and show them the correct way to improve student achievement. The activities 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 area pacing guides 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: After School Program

Minutes added to school year: 420

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.

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.

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 high 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 and various areas of Science.
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.

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, AVID, 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

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 just completed its second year of operation and is not yet included in the annual analysis of high schools.

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

Lake Minneola High School is not yet included in the High School Feedback Report.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the number of students who will score at level 4 and above on FSA.
- G2.** Increase the number of students who achieve level 3 on the Algebra End of Course
- G3.** Increase student's who score a level 3, 4, or 5 on the Biology End of Course exam.
- G4.** 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. Increase the number of students who will score at level 4 and above on FSA. 1a

G038498

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 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

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 G1. 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

G2. Increase the number of students who achieve level 3 on the Algebra End of Course 1a

G038499

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	72.0
AMO Math - All Students	79.0

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.
- The Fl. 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.

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G2. 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

G3. Increase student's who score a level 3, 4, or 5 on the Biology End of Course exam. 1a

G038500

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 G3. 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.

G4. Increase the number of student's who scored at level 3 on the reading section of the FSA. 1a

G038501

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	66.0

Resources Available to Support the Goal 2

- Students are enrolled in Intensive Reading Classes.
- 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 G4. 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. Increase the number of students who will score at level 4 and above on FSA. **1**


 G038498

G1.B1 Students are not fully prepared to write formally using appropriate conventions in a final draft format.

2

 B092439

G1.B1.S1 Plan and implement a school-wide writing plan. **4**

 S103343

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 G1.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 G1.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

Evidence of Completion

Improved writing samples

G1.B1.S2 School-wide approach for the implementation of writing strategies 4

 S118891

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 G1.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

G2. Increase the number of students who achieve level 3 on the Algebra End of Course 1

G038499

G2.B1 Not all teacher instruction will be as rigorous as the End of Course exam. 2

B092440

G2.B1.S1 Teachers will work cooperatively through their PLC and department chair to share best practices to ensure improved student achievement. 4

S103344

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 9/8/2014 to 6/5/2015

Evidence of Completion

End of Course Exam Results

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

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

Person Responsible

Cyndi Page

Schedule

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

Evidence of Completion

End of Course results

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

Ensure all teachers are aware of the plan and are following it

Person Responsible

Cyndi Page

Schedule

Monthly, from 9/17/2014 to 6/5/2015

Evidence of Completion

Minutes for Dept. Meeting


G3. Increase student's who score a level 3, 4, or 5 on the Biology End of Course exam. 1

 G038500

G3.B1 A significant time gap exists between 7th grade Life Science and 10th grade Biology. 2

 B092441

G3.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

 S103345

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 G3.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 G3.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.

G4. Increase the number of student's who scored at level 3 on the reading section of the FSA. 1

G038501

G4.B1 Student vocabulary is frequently limited to basic understanding and definitions. 2

B092442

G4.B1.S1 Incorporate high level vocabulary study to move beyond denotation to analysis of connotation within complex text. 4

S103346

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 G4.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 G4.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 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
G2.B1.S1.A1	Ensure that the strategies will be implemented properly to ensure student achievement	Page, Cyndi	9/8/2014	End of Course Exam Results	6/5/2015 weekly
G3.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
G4.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.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
G1.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
G1.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	Improved writing samples	one-time	

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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
G1.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
G1.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
G2.MA1	Will conduct classroom walk throughs to ensure the goal is being met	Page, Cyndi	9/8/2014	Classroom Walkthrough Data	6/5/2015 weekly
G2.B1.S1.MA1	Ensure all teachers are aware of the plan and are following it	Page, Cyndi	9/17/2014	Minutes for Dept. Meeting	6/5/2015 monthly
G2.B1.S1.MA1	They will visit classrooms to ensure that the teachers are following the plan.	Page, Cyndi	9/8/2014	End of Course results	6/5/2015 weekly
G3.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
G3.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
G3.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 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.	Boykin, Rhonda	9/8/2014	Scores on practice test will begin to rise as the teachers implement the planned strategy.	4/30/2015 weekly
G4.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 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 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 able to collaborate with one another to ensure the plans are properly implemented.	9/9/2014 weekly
G4.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	Cole, Devon	9/9/2014	Results of FAIR, LBA, and FCAT will determine if the strategies worked.	9/9/2014 every-2-months

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	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.				
G4.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. Increase the number of students who will score at level 4 and above on FSA.

G1.B1 Students are not fully prepared to write formally using appropriate conventions in a final draft format.

G1.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, Debbra Snow, and Robin Bennett

Participants

LMHS Faculty

Schedule

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

G1.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

G4. Increase the number of student's who scored at level 3 on the reading section of the FSA.

G4.B1 Student vocabulary is frequently limited to basic understanding and definitions.

G4.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 Rollup

Summary	
Description	Total
Grand Total	0