



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Lake Minneola High School

101 N HANCOCK RD

Minneola, FL 34715

352-394-9600

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

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate 49%
Alternative/ESE Center No	Charter School No	Minority Rate 47%

School Grades History

2013-14 A	2012-13 B	2011-12 A	2010-11
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Lake Minneola High School

Principal

Linda Shepherd

School Advisory Council chair

Carlyle Holder

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Debra Snow	Literacy Coach
Kristine Walsworth	English Department Chair
Rebecca Mendoza	Math Department Chair
Kim Harrison	Science Department Chair
Vincent Montuori	Social Studies Department Chair
Pamela Haberkorn	Elective Department Chair
Linda Shepherd	Principal
Johnathan Owens	Assistant Principal 1
Devon Cole	Assistant Principal 1
Rhonda Crumbo	Assistant Principal 2
Cyndi Page	Assistant Principal 2
Dr. Daisy Johnson	CTE Department Chair

District-Level Information

District

Lake

Superintendent

Dr. Susan Moxley

Date of school board approval of SIP

12/16/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The School Advisory Council at Lake Minneola High School has 22 members and SAC nominees. The demographics for the SAC are 68% white, 32% black, 14 % hispanic. 15 of the members are parents, 5 of them are either a teacher or a staff member of Lake Minneola High.

The offices held in Lake Minneola's SAC are SAC Chairperson is Mr. Carlyle Holder, SAC Vice-Chairperson is Ms. Lynette Cruz, and the SAC Secretary is Ms. Ardena Eiland-Lewis

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

This year the SAC will assist with the development of the School Improvement Plan. They will also assist in the design and implementation of instructional programs that will enhance the academic and personal achievement of LMHS students leading to an "A" rating by the State of Florida.

Projected use of school improvement funds, including the amount allocated to each project

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

5

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Linda Shepherd		
Principal	Years as Administrator: 22	Years at Current School: 3
Credentials	MS in Educational Leadership School Principal Educational Leadership Speech Correction	
Performance Record	2010-2011 Lake Minneola HS under construction, not graded 2011- 2012 Lake Minneola High School Grade of A 54% at or above satisfactory achievement in reading 72% at or above satisfactory achievement in math 85% at or above satisfactory achievement in writing 65% of the lowest quartile making learning gains in reading 76% or the lowest quartile making learning gains in math	

Rhonda Crumbo		
Asst Principal	Years as Administrator: 2	Years at Current School: 1
Credentials	MS In Educational Leadership BS in Elementary Education Certification: Educational Leadership Elementary Education ESOL	
Performance Record	2010-2011 South Lake High School Grade of B 69% at or above level 3 in reading 67% at or above level 3 in math 89% meeting the standard in writing 54% at or above level 3 in science 62% making learning gains in reading 66% making learning gains in math 66% of the lowest quartile making gains in reading 59% of the lowest quartile making gains in math 2011-2012 South Lake High School Grade Not Available 69% at or above level 3 in reading 67% at or above level 3 in math 89% meeting the standard in writing 54% at or above level 3 in science 62% making learning gains in reading 66% making learning gains in math 66% of the lowest quartile making gains in reading 59% of the lowest quartile making gains in math	

Johnathan Owens

Asst Principal

Years as Administrator: 13

Years at Current School: 3

Credentials

MS in Educational Leadership
 BS in Mass Communication
 Certification:
 School Principal
 Educational Leadership
 Middle Grades Social Science

Performance Record

2010-2011 Eustis High School Grade of B
 46% at or above satisfactory achievement in reading
 71% at or above satisfactory achievement in math
 68% at or above satisfactory achievement in writing
 42% at or above level 3 in science
 47% making learning gains in reading
 70% making learning gains in math
 41% of the lowest quartile making learning gains in reading
 61% of the lowest quartile making learning gains in math
 2011- 2012 Lake Minneola High School Grade of A
 54% at or above satisfactory achievement in reading
 72% at or above satisfactory achievement in math
 85% at or above satisfactory achievement in writing
 65% of the lowest quartile making learning gains in reading
 76% of the lowest quartile making learning gains in math

Devon Cole		
Asst Principal	Years as Administrator: 7	Years at Current School: 3
Credentials	MS in Educational Leadership BS in Recreation Certification: School Principal Educational Leadership Physical Education	
Performance Record	2010-2011 South Lake High School Grade of B 43% at or above level 3 in reading 73% at or above level 3 in math 68% meeting the standard in writing 36% at or above level 3 in science 46% making learning gains in reading 75% making learning gains in math 42% of the lowest quartile making gains in reading 65% of the lowest quartile making gains in math 2011- 2012 Lake Minneola High School Grade of A 54% at or above satisfactory achievement in reading 72% at or above satisfactory achievement in math 85% at or above satisfactory achievement in writing 65% of the lowest quartile making learning gains in reading 76% or the lowest quartile making learning gains in math	

Cyndi Page		
Asst Principal	Years as Administrator: 0	Years at Current School: 0
Credentials	Bachelorof Arts Buisness Administration Masters in Educational Leadership	
Performance Record	12/13-Pending-LHS Satisfactory in Reading 42% to 43% +1 % Making Gains in Reading 58% to 57% -1 Lowest Quartile Gains in Reading 64% to 58% -6 Satisfactory in Math 49% to 57% +8 % Making Gains in Math 35% to 63% +28 Lowest Quartile Gaines in Math 54% to 68% +14 Satisfactory in Reading 72% to 32% -40 11/12-C- LHS 10/11-C-LHS 09/10- C – LHS	

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Debbra Snow

Full-time / School-based

Years as Coach: 3

Years at Current School: 2

Areas

Reading/Literacy

Credentials

MS in Curriculum and Instruction
 BS in Social Sciences
 Certification:
 Middle Grades Social Sciences
 Reading Endorsed
 ESOL

Performance Record

Classroom Teachers

of classroom teachers

90

receiving effective rating or higher

96, 107%

Highly Qualified Teachers

98%

certified in-field

88, 98%

ESOL endorsed

16, 18%

reading endorsed

13, 14%

with advanced degrees

47, 52%

National Board Certified

7, 8%

first-year teachers

16, 18%

with 1-5 years of experience

60, 67%

with 6-14 years of experience

74, 82%

with 15 or more years of experience

8, 9%

Education Paraprofessionals**# of paraprofessionals**

10

Highly Qualified

10, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Lake Minneola High School 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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school based Leadership Team regularly engages in the following activities:

1. Determine school wide learning and development areas in need of improvement
2. Identify barriers which have or could prohibit the school from meeting improvement goals.
3. Develop action plans to meet school improvement goals.
4. Distribute and assign resources to implement the plans.
5. Monitor fidelity and effectiveness of core and tier 2 instructions.
6. Manage and coordinate efforts between all school teams.
7. Support the problem solving efforts of other school teams.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The MTSS team will access basic historical student data through both FIDO and AS 400 systems provided to the school for data as by LCSB. Additional current data will be gathered from teacher reports, FAIR testing, benchmark testing, and current eSembler grades. The team will also utilize a tracking system as provided by the LCSB Student Services Department and in house systems created by the current ESE department.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Teachers are able to make sound decisions about the instruction being delivered to students based upon data, not guess work.

Parents are kept well informed about their child's progress with specific information about how their child is responding to instruction. Parents may assist in making suggestions for instructional adjustments.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year:

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 Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Debra Snow	Literacy Coach Literacy Leadership Team Member
Robin Bennett	English Department Representative
Brett Fontenot	Math Department Representative
Jason Deroche	Science Department Representative
Vincent Montuori	Social Studies Department Representative
Terra Ewing	Reading Department Representative
David Hass	CTE Representative
Pamela Haberkorn	Elective Representative

How the school-based LLT functions

The Literacy Leadership Team will meet at least once a month in order to both gather and disseminate information to all departments.

Major initiatives of the LLT

1. Review the findings of the literacy coach based on her classroom observations, using those findings to direct future plans.
2. Train all teachers in identifying and utilizing complex text in all curriculum ares.
3. Provide specific support to teachers who are incorporating reading in their subject matter.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Lake Minneola High school understands how important it is for students to know how to read. LMHS also understands the better a students reading level is the better the chance for them to be successful in their

educational career. LMHS encourages all teachers to CARPD and NGCARPD trained which 25% of our teacher are. LMHS encourages teacher to become reading endorsed to better educate the students. Teachers also use differentiated instruction to meet the student to meet the students at their reading level. Teachers teach vocabulary origin to enhance the students vocabulary. Students are given the opportunity to work in collaborative groups in order to assist each other.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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 support special needs students by incorporating a PAES (work and life skills) lab into the daily schedule of the students
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.

Strategies for improving student readiness for the public postsecondary level

Lake Minneola High School has just completed its second year of operation and is not yet included in the annual analysis of high schools.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		54%		
American Indian		36%		
Asian		38%		
Black/African American		24%		
Hispanic		29%		
White		43%		
English language learners		22%		
Students with disabilities		12%		
Economically disadvantaged		30%		

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	334	25%	30%
Students scoring at or above Achievement Level 4	386	29%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	18	100%	100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	471	29%	40%
Students in lowest 25% making learning gains (FCAT 2.0)	128	8%	20%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	17	57%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	10	33%	40%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	85	5%	10%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		62%		
American Indian				
Asian		79%		
Black/African American		41%		
Hispanic		53%		
White		68%		
English language learners		15%		
Students with disabilities		40%		
Economically disadvantaged		53%		

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	18	100%	100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	396	25%	40%
Students in lowest 25% making learning gains (EOC)	113	7%	20%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	35	49%	55%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		15%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	60	3%	10%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	180	39%	45%
Students scoring at or above Achievement Level 4	107	23%	30%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		5
Participation in STEM-related experiences provided for students	30	2%	5%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	51	4%	10%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	5%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	5%
CTE-STEM program concentrators	0		50
Students taking CTE-STEM industry certification exams	0	0%	5%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	50%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	981	51%	60%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	47	2%	5%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	42	2%	10%
Passing rate (%) for students who take CTE industry certification exams		83%	90%
CTE program concentrators	152	8%	15%
CTE teachers holding appropriate industry certifications	10	77%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	34	1%	1%
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject	63	13%	5%
Students with grade point average less than 2.0	204	11%	5%
Students who fail to progress on-time to tenth grade	25	1%	1%
Students who receive two or more behavior referrals	150	8%	2%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	101	5%	3%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	29	2%	50%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	52	3%	50%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	12	1%	100%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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 involment we have at Lake Minneola High, the more student achievement will have.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents attending orientation	1440	90%	95%
Parents attending School Advisory Council meetings	22	90%	98%

Goals Summary

- G1.** To increase the percentage of parents who feel they can share their ideas and participate in school based activities.
- G2.** Increase the number of students who will score at level 4 and above on FCAT writes 2.0.
- G3.** Increase the number of students who achieve level 3 on the Algebra End of Course
- G4.** Increase student's who score a level 3, 4, or 5 on the Biology End of Course exam.
- G5.** Increase the number of student's who scored at level 3 on the reading section of the FCAT 2.0

Goals Detail

G1. To increase the percentage of parents who feel they can share their ideas and participate in school based activities.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

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Targeted Barriers to Achieving the Goal

- Parents had a bad experience in school and they don't want to come to their students school.

Plan to Monitor Progress Toward the Goal

The progress will be monitored by the sign in sheets used at the meetings.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

More parent participation

G2. Increase the number of students who will score at level 4 and above on FCAT writes 2.0.

Targets Supported

- Writing

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

English Department Chair, Literacy Coach, and Assistant Principal

Target Dates or Schedule:

Monthly

Evidence of Completion:

Improved writing samples

G3. Increase the number of students who achieve level 3 on the Algebra End of Course

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Math teachers will have before and after school tutoring for the students throughout the school year.
- Math teachers will start Math Labs which are EOC specific to assist students.

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

The Administrator

Target Dates or Schedule:

Weekly

Evidence of Completion:

End of Course Exam Results

G4. Increase student's who score a level 3, 4, or 5 on the Biology End of Course exam.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- 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, edusoft data, and test item spec books.

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

The bell ringers will be collected by the teacher and the Administrator will look at the Edusoft results to determine what the students are not comprehending. The Administrator will take the information to the teachers during department meetings and discuss the best practices to ensure the students retain the information.

Person or Persons Responsible

Administrator in charge of the Science Department and the Science Department Chair

Target Dates or Schedule:

Weekly classroom walk throughs followed by monthly meeting to share what was observed with the teachers as well as the Administrator.

Evidence of Completion:

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

G5. Increase the number of student's who scored at level 3 on the reading section of the FCAT 2.0

Targets Supported

Resources Available to Support the Goal

- Students are enrolled in Intensive Reading Classes

Targeted Barriers to Achieving the Goal

- Student vocabulary is frequently limited to basic understanding and definitions.

Plan to Monitor Progress Toward the Goal

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 through the department.

Person or Persons Responsible

Literacy Coach and Administrator in charge of Reading and English Departments.

Target Dates or Schedule:

Weekly Classroom walkthroughs

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

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To increase the percentage of parents who feel they can share their ideas and participate in school based activities.

G1.B1 Parents had a bad experience in school and they don't want to come to their students school.

G1.B1.S1 Increase school communication with all stakeholders using call out system, website, mail, esempler, and text messaging.

Action Step 1

Publicize School Advisory Council (SAC)

Person or Persons Responsible

School's Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Better parent participation in the SAC meetings.

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

SAC attendance

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

More parent involvement in the school.

Plan to Monitor Effectiveness of G1.B1.S1

Collecting attendance

Person or Persons Responsible

Administration

Target Dates or Schedule

During every meeting.

Evidence of Completion

The documentation will be compiled during the school year.

G2. Increase the number of students who will score at level 4 and above on FCAT writes 2.0.

G2.B1 Students are not fully prepared to write formally using appropriate conventions in a final draft format.

G2.B1.S1 Pair high achieving classes (honors and AP) with average classes to create peer reviews at least bi-monthly.

Action Step 1

Incorporate 5 minute grammar and convention reviews in each English class each day.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Improved writing samples in benchmark assessments and classroom grades

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

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 or Persons Responsible

English Department Chair, Literacy Coach, and Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Improved writing samples

Plan to Monitor Effectiveness of G2.B1.S1

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 or Persons Responsible

English Department Chair, Literacy Coach, and Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Improved writing samples

G3. Increase the number of students who achieve level 3 on the Algebra End of Course

G3.B1 Not all teacher instruction will be as rigorous as the End of Course exam.

G3.B1.S1 Teachers will work cooperatively through their PLC and department chair to share best practices to ensure improved student achievement.

Action Step 1

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

Person or Persons Responsible

Math Department Chair and Administrator in charge of the Math Curriculum.

Target Dates or Schedule

The strategies will be implemented during classes, tutoring and in the Math Labs.

Evidence of Completion

End of Course Exam Results

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

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

Person or Persons Responsible

The Math Department Chair and The Administrator in charge of curriculum.

Target Dates or Schedule

They will visit the classrooms on a weekly basis.

Evidence of Completion

End of Course results

Plan to Monitor Effectiveness of G3.B1.S1

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

Person or Persons Responsible

The Administrator in charge of Math curriculum.

Target Dates or Schedule

Weekly

Evidence of Completion

End of Course Scores

G4. Increase student's who score a level 3, 4, or 5 on the Biology End of Course exam.

G4.B1 A significant time gap exists between 7th grade Life Science and 10th grade Biology.

G4.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.

Action Step 1

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 Edusoft to ensure that the students are retaining the information.

Person or Persons Responsible

Science Teachers and Science Department Chair are responsible for the implementation of this process.

Target Dates or Schedule

The FCIM questions will be used as bell ringers to ensure students are working on the skills everyday.

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 G4.B1.S1

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 approximately 4 weeks prior to the EOC being administered.

Person or Persons Responsible

The Science Department Chair as well as the Administrator in charge of the Science department will ensure the teachers are implementing the plan.

Target Dates or Schedule

This will be monitored by Monthly Department meetings, where teachers share best practices, as well as weekly classroom walkthroughs

Evidence of Completion

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

Plan to Monitor Effectiveness of G4.B1.S1

The bell ringers will be collected by the teacher and the Administrator will look at the Edusoft results to determine what the students are not comprehending. The Administrator will take the information to the teachers during department meetings and discuss the best practices to ensure the students retain the information.

Person or Persons Responsible

The Science Department Chair as well as the Administrator in charge of Science.

Target Dates or Schedule

The department chair and the Administrator will make classroom visit weekly to ensure the implementation.

Evidence of Completion

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

G5. Increase the number of student's who scored at level 3 on the reading section of the FCAT 2.0

G5.B1 Student vocabulary is frequently limited to basic understanding and definitions.

G5.B1.S1 Incorporate high level vocabulary study to move beyond denotation to analysis of connotation within complex text.

Action Step 1

Students will be taught origin of words to improve their vocabulary

Person or Persons Responsible

Teachers

Target Dates or Schedule

During class time daily

Evidence of Completion

Higher reading levels on the FCAT

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

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

Person or Persons Responsible

Literacy Coach and Administrator in charge of the English and reading Departments

Target Dates or Schedule

Weekly

Evidence of Completion

Teachers lesson plans and Higher scores on FAIR and LBA Test

Plan to Monitor Effectiveness of G5.B1.S1

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 or Persons Responsible

Literacy Coach

Target Dates or Schedule

Data will be collected from FAIR Testing results and LBA results. Teachers may also use the lexile testing scores to determine where students are.

Evidence of Completion

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

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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.

Appendix 2: Budget to Support School Improvement Goals