The School Board of Highlands County

Lake Placid High School

2015-16 School Improvement Plan

Lake Placid High School

202 GREEN DRAGON DR, Lake Placid, FL 33852

http://www.highlands.k12.fl.us/~lph/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	69%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	51%

School Grades History

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

Preliminary Informational Baseline School Grade

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

School Board Approval

This plan is pending approval by the Highlands 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, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The staff at Lake Placid High School, in cooperation with our stakeholders, is committed to providing an educational setting focused on "Empowering the Leaders of Tomorrow."

Provide the school's vision statement

"Empowering the Leaders of Tomorrow"

School Environment

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

The teachers and students are building relationships at LPHS on a daily basis in every classroom. Teachers have been given Professional Development to facilitate interaction of students within a structured format that supports students learning from each other as well as the teachers. In addition, each student is assigned to a teacher in a mentoring period twice per week. The purpose of our mentoring program is to delve deeper into the Academic and Advisory needs of students. We envision this program as a smaller, closer family unit that over the course of the year will have multiple opportunities to learn and respect the different cultures and beliefs students and teachers have at the school.
In addition, several of our content areas lend themselves to implementing, as part of the curriculum, diversity themes.

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

The most recent survey completed by our students, faculty, and parents reflected a positive feeling of safety in our school. We believe this is due to the presence of adults in the halls before, during, and after school, a Resource Officer, and deans in our building. Our school is surrounded by a fence; we maintain locked doors, and employed adults on our campus wear identification badges.
Respect for each other was a concern of students according to the survey and is a focus of our mentoring program for this school year. Parents and teachers did not score this area as low as our students did on the survey.

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

The School District of Highlands County has an approved School Board Code of Conduct that addresses rules, procedures, expectations, and consequences that all schools follow. Administration and designated personnel responsible for enforcing the Code of Conduct are provided with updates of state statues related to the Code as well as professional development needed to allow them to professionally perform their jobs.
Within the code are protocols, by school levels, of the expectations, order of consequences, and procedures to be used. At the school level this may be modified to fit the need of the school but must

always align with the approved policies. Also included in the Code are complete instructions for parents regarding an appeals procedure.

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

Students at our school with documented needs for counseling, mentoring, or other pupil services are referred to the school pyschologist, social worker, occupational therapist, physical therapist, or outside agency contracted by the school board to serve our students. Students without documented needs are referred to the correct student services department at the district office or with permission to the outside agency.

In addition to this we try to work closely with parents to direct them to outside agencies that can help them with their students. Many times we have met with the Children's Advocacy Center in joint meetings where several agencies come together on the behalf of a single child or family. Both the school and the district utilize every available avenue to help our students.

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

Attendance is monitored by an Assistant Principal and the Attendance Clerk. We follow the guidelines set forth by state statue as well as our district procedure. The overall attendance for the school is over 90%, and is addressed on an individual basis as needed.

Suspensions are documented and reviewed with the individuals at school. We involve parents, social workers, probation officers, and any other agencies we can to prevent the use of suspensions.

Each year course failures are reviewed by the administration. This information is then relayed to the teachers individually for their input. Student status on EOCs is also reviewed by administration, teachers, and academic coaches looking for needs and strengths.

When we identify a student who is experiencing difficulties in all areas, we initiate a team study to determine if a plan needs to be written and monitered (MTSS). On questions 2 and 3 below we will base it on the 2014/2015 school year.

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	1	2	3	3	9
One or more suspensions	64	38	10	7	119
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	
	0	0	0	0	

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

Indicator	Grade Level		Total
	9	10	
Students exhibiting two or more indicators	3	2	5

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

Intervention strategies include the following:
1. Monitoring of grades, attendance, and discipline.
2 Frequent progress monitoring.
3. Intensive reading classes including small group instruction or individual instruction.
4. Blocked math classes.
5. Frequent parent contact via meetings.
6. Development of a plan for the student to be monitored by the school psychologist and school counselor.
7. Additional more frequent progress monitoring of the student.
* We will be working with a different District Officer person from Children's services this year and expect a different procedure to be put in place.

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

The school plans to increase awareness of school sponsored activities by using the Connect-Ed phone system, parent letters, announcements posted on the school web site and in local newspapers, and by posting information on the school marquee.
Several of the same strategies will be used to increase parental involvement in school programs such as AVID, STEM and SAC, etc by advertising meetings with Connect-Ed phone system, online Parent grade viewer, and posting information on the school marquee and the school web site.
The school schedule also provides for an open house and other opportunities for parents and community to meet with school personnel. Parents are invited to numerous activities on campus both during the day and in the evenings.

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

The school is involved in the community in several ways. Academic Boosters support students maintaining a specific GPA with a special recognition every nine weeks. Band Boosters support both the band and the chorus by financially supporting transportation, instruments, music, and uniforms. Various sports Booster Clubs provide the same function for the athletes. Our SGA works with various organizations such as Miracle League, Manna Ministries, Humane Society, Military fundraisers, Ronald McDonald, Breast Cancer Awareness, and St.Judes. Our school has worked with different Civic Clubs on fundraisers, such as Rotary and Masons, where the benefits are sometimes for the school but more often for the community.
We have a very supportive community that purchases many items from our students. This ranges from BBQ dinners to Christmas trees. In return our community utilizes our facilities on several occasions

during the school year and summer.

LPHS is a member of the Chamber of Commerce and we attend monthly meetings during the school year. We also have school and student representatives that work with other civic organizations and attend meetings on a regular bases.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Stivender, Toni	Principal
James, Valerie	Assistant Principal
Lewis, Martha	Instructional Coach
Munro, Darcia	Teacher, K-12
Peeples, Vann	Teacher, K-12
Hathaway, Hilary	Teacher, K-12
Lee, Jared	Teacher, K-12
Ramirez, Jose	Teacher, K-12
Matthews, Misty	Teacher, K-12

Duties

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

The School Leadership Team has the following roles and responsibilities:
1. Provides leadership in the form of participating in school improvement planning, delivering staff development, facilitating faculty and staff,and providing coaching and modeling.
2. Assists administration in identifying needed resources and professional development needs of the faculty.
3. Meets regularly with the administration.
4. Serves as communication liaison among staff, school administration, and district administration.
5. Represents the faculty at Parent meetings (SAC).
6. Assists in writing of SIP, AVID Site Plan,BPIE, and Professional Development Plan.

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

Title 1- LPH is not a Title 1 School this year..
Title 1- Migrant- Provides services to migrant students, identified by the District Office, (PreK-12th grade) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students and to provide health and guidance services to them. The Migrant Early Childhood Program serves 4 year old children in a full time preschool program, focusing on readiness activities. Parent involvement and education are an integral part of the Migrant Program.
Title 1 Part D- Provides services to children who are delinquent or neglected.

Title 11,Part A- Provides for teachers' professional development and supports all teachers and paraprofessionals to be highly qualified.

Title 111- Supports activities to assist students to become proficient in English and supports teacher professional development in ELL strategies and in parent involvement and education.

Title X- Homeless- Student services coordinates with Title 1, Part A to provide resources (clothing, school supplies, social services, referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)- SAI Funds will be coordinated with Title 1 funds to provide summer school for Level 1 readers.

Violence Prevention Programs- the district offers a non-violent and anti-drug program, which incorporates field trips, community service, drug testing, and counseling for students.

Nutritional Programs- District Food Service Department facilitates grant funding to provide fruit and vegetables in the elementary schools. In addition, they provide services in summer for breakfast and lunches at various school and community locations.

Housing Programs- Head Start- and Adult Education are not applicable to our school.

Career and Technical Education- Proposals are submitted annually to enhance selected vocational programs for regular, disadvantaged and handicapped students in grades 7-12. Title VI supports the operation of the Career Academy by providing professional development and resources for progress monitoring.

Job Training- A partnership with the city of Lake Placid and surrounding areas provides students with a job skills program that allows students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Toni Stivender	Principal
Valerie James	Principal
Joy Bush	Parent
Louis Canevari	Student
Karen Coomes	Teacher
Lisa Crow	Parent
Sydnee Crow	Student
Sean Dolan	Education Support Employee
Nancy Dye	Parent
Sandi Eidenberger	Teacher
Alix Jolicoeur	Teacher
Hilary Hathaway	Teacher
Martha Lewis	Teacher
Darcia Munro	Teacher
Richard Norris	Business/Community
Monique Oxer	Business/Community
Kathy Phypers	Business/Community
Jose Ramirez	Teacher
Melissa Sohn	Teacher
John Varady	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

At the first meeting of the 2015/2016 school year a review of last year's plan will be given to the SAC Committee. The status of reaching the goals will be reviewed as well as the results of the state assessed EOCs will be given to our parents, students, and faculty on the committee.

Development of this school improvement plan

The 2015/2016 School Improvement Plan will be presented to the SAC Committee for the members' input. At the end of each 9 weeks we will present a progress report to the SAC Committee on the progress we are making using various types of data.

Preparation of the school's annual budget and plan

Working within the procedures of the District, the budget, which is $0, was presented to the SAC Committee at the end of the school year.

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

Not Applicable

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Stivender, Toni	Principal
Lewis, Martha	Instructional Coach
Corley, Jennifer	Teacher, K-12
Sohn, Melissa	Teacher, K-12
Nieves, Diana	Teacher, K-12
Lee, Jared	Teacher, K-12
James, Valerie	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team promotes literacy within the school by helping students achieve passing scores on FSA Reading and by helping teachers implement Florida Standards in content area reading by promoting content area reading strategies to meet the LA 10 standard. The LLT will also provide leadership for activities during Florida Celebrates Literacy week in January.

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

Respecting the teachers' time is a strategy we use to encourage positive working relationships. Meetings are kept to a minimum and have a specific purpose and time limit. We try to provide the resources that teachers need to be able to instruct at the highest level of competency. Employees are recognized for their achievements and complimented publicly.
Teachers are encouraged to be the presenters at professional development sessions to share not only their content knowledge but also their leadership abilities. Decisions are not made in isolation by the administration but are shared with the entire faculty via the Curriculum Leadership Team.
Department meetings are held monthly with the teacher leader from the Curriculum Team facilitating. These meetings allow for the dissemination of important school-related information as well as an opportunity for teachers to share successes and concerns with coworkers.

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

The Administration at Lake Placid High School utilizes the district website, as well as attend job fairs, to advertise staff openings, hires highly qualified teachers when possible, and actively participates in the ACT and Beginning Teacher Mentoring programs. Throughout the year, all instructional staff members participate in workshops, professional development, or classes to enhance skills or become certified in

their field. The district provides new teachers with a Peer Evaluator for the first year as well as the support given within the school. The monitoring of the certification status of the teachers to obtain all highly qualified teachers is done by the administration in conjunction with the District.
New teachers are paired with veteran teachers who aid them in becoming familiar with the daily routines of teaching at LPHS as well as other important information regarding their teaching assignments.

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

New teachers or teachers in need of improvement are recommended to have a Peer Mentor from the district. The administration works very closely completing several formal and informal observations per year. In addition to a Peer Mentor, the new staff members are assigned to a veteran teacher on staff. Teachers are paired with a veteran teacher in the same content area if possible.The new teachers are familiarized with the school culture, grading procedures, discipline procedures, where items are located, how to obtain forms, supplies, and numerous other daily needs of a teacher on a school campus. At the beginning of the year new teachers are given in-service in attendance procedures, technology, or any other need a specific person may have to be successful. The Administration, "Dragon Buddies," and the Curriculum Leadership Team share the responsibility of assisting new teachers on our campus. Teachers new to education or first year teachers also have a Peer Mentor assigned to them who is a retired Principal. They do participate in part of the evaluation process for the new teacher as well as the school based administrators.

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

Teachers at Lake Placid High School are provided training on the Florida Standards.
Teachers are required to document Florida Standards in lesson plans each week. The lesson plans are checked by administration on a weekly basis. At the beginning of the school year curriculum maps are created or updated to ensure that required Florida Standards are covered within the year. Highlands County School District participates in the State Adoption of textbooks and materials.

Instructional Strategies

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

A variety of Data is used to determine if a student requires a specific class, such as Intensive Reading. The current FCAT or FSA level of the student, along with FAIR data determines if the student is scheduled for 90 minutes each or every other day. If the student's reading level is high enough and not required by state statute to be in an Intensive Reading class, the student is put into a class with a teacher who has received the professional development on content area reading. For other core subjects such as Math, students are leveled into classes based on a variety of data such as previous grades, teacher recommendations, and standardized test scores. The selection of students for AP classes or Dual Enrollment classes is done using data from the PERT Test, ACT Test, or SAT Test.
Instruction is modified for students with an ESE, ESOL or 504 plan according to the individual plan for the student. These plans are monitored closely for implementation of accommodations. We will be using the inclusion model for all 9th and 10th grade students with either the support model or the

inclusion depending on the certification level of the ESE teacher.

For Non-ESE, ESOL or 504 students, teachers use progress monitoring assessments to track the student's progress and to alert them to students who are not performing at a level that would indicate the student would pass the required state assessments.

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

Strategy: Extended School Day

Minutes added to school year: 4,000

All students are encouraged to attend any of three separate tutoring sessions after school offered 2 days per week. National Honor Society Members provide one-on-one tutoring for those who attend. One session is specifically for help in Algebra 1, another for Geometry and the third is for any academic subject in which students need help. Many staff members also offer before or after school help sessions for students.

Students can participate in activities teachers have planned to improve school morale, help students with socializing, and just have fun with other students and peers. The main purpose is to build closer relationships among students and with teachers.

Strategy Rationale

Students are able to receive individual one-on-one tutoring if they take advantage of the offered session.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
James, Valerie, jamesv@highlands.k12.fl.us

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

Students sign in each day they attend tutoring. We then check this list when progress reports and report cards are released to see if students are improving in grades or test results.

Teachers and students attend social functions each grading period. These activities are designed for socialization among students and staff members and are not academic in nature.

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

8th grade students attend an orientation presented by LPHS staff members in the Spring of each year. They also attend an open house in August to orient themselves with the building, pick up their class schedules and meet their teachers.

Seniors preparing to graduate have had the opportunity to go to our local state college for a visit during their senior year as well as attend a college night our district provides in the fall of each year. LPHS Guidance Department holds an information meeting for all Seniors and their parents to offer information regarding Bright Futures, FAFSA, and other College Admissions Information. This

meeting is always well attended. Seniors are given newsletters, scholarship information, and help students with ACT/SAT registration.

This year LPHS has added a mentoring class where completion of necessary paperwork and forms needed to attend colleges or or to apply for jobs will be addressed. In several classrooms teachers give assignments on completing college applications and grants. In the Spring of this year we will hold similar meetings for Juniors regarding the transition to another level of schooling.

College and Career Readiness

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

The guidance counselors at LPHS meet individually with students at least 2 times per year to verify that the student is on track to graduate and prepared to attend a two or four year university, vocational program, the service, or the work force. During the student's junior and senior year this number increases since many student choices are changed during the last two years based on the success during the first two years. Colleges frequently visit the schools during lunches, and students can talk one on one with the representative. LPHS advertises college nights offered in our area and hosts a Senior night for students and parents to discuss financial aid, college entrance requirements, and Bright Futures. In numerous classrooms during the four years, the students are given presentations by visiting business members, armed forces representatives, and post secondary academic and vocational schools.

Juniors are invited to a Career Fair at the local state college once a year to create awareness regarding businesses available in our area.

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

Certification in specific vocational classes can be obtained by students interested in careers in that area. LPHS has added two additional classes this year: Microsoft Office and Building Constructions. We are also offering certification in the area of Culinary and Drafting.

Last year we added AP Biology to our AP offerings. We have AP Spanish, AP Government, AP US History, and AP Calculus. Our students can take DE English and Humanities on campus. Math for College Readiness and English College Readiness are also offered for students to prep for the PERT if they have not obtained a high score on the exam.

AVID was implemented on our campus two years ago to help students reach their academic potential as well as prepare them with the skills they need to successfully complete post secondary education beyond high school.

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

In most of the classes LPHS offers the students will experience a complete unit or at-the-very-least reference will be made to career and technical education as it relates to particular subject content. Along with this, LPHS has incorporated the use of this information into our mentoring class as part of the curriculum. STEM classes are offered as well as other classes that may result in industry certification.

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

Math and English College Readiness classes are provided for all Senior and Junior students who need them or want to take them to improve their PERT or other college entrance exams. Intensive reading classes are mandated for students who have not passed FCAT reading. Honors classes, AP classes, and DE classes, as well as regular classes, are offered. Attendance is monitored to help

students stay on track for graduation, and discipline is monitored to keep students in school. During summer a review of test results is done and student data is analyzed by subgroups. This information is shared with teachers when school begins and then again after we progress monitor students 3 times per year. In addition to this the real-world assignments, mentoring program, study hall, and discipline in meeting deadlines all help to prepare students for readiness for the public post-secondary level.

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

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

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

NA

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

NA

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Students will increase by 2% over the 2015 FSA/ELA results.

G2.   50% of the students participating in the Algebra 1 EOC will score at Achievement Level 3 or higher.

G3.   42% of the students participating in the Geometry FSA will score at Achievement Level 3 or higher. This goal may be edited as test results including pass/fail rates and achievement level scores from Spring 2015 have not yet been received.

G4.   65% of the students participating in the Biology EOC will score at Achievement Level 3 or higher.

G5.   65% of the students participating in the FSA/ELA will pass.

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. Students will increase by 2% over the 2015 FSA/ELA results. `1a`

Targets Supported `1b`

🔍 G070218

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	67.0

Resources Available to Support the Goal `2`

- 1.Reading strategies implemented in content area classes.

- 2. Curriculum map for Intensive Reading classes

- 3. Research-based computer-assisted Reading curriculum in Intensive Reading classes.

- 4. Reading strategies provided by Advancement via Individual Determination (AVID) program to AVID students.

- 5. Improved diagnostics from Florida Assessment for Instruction in Reading (FAIR)

- 6. Implementation of teaching strategies related to FAIR

Targeted Barriers to Achieving the Goal `3`

- 1. Not all students are in Intensive Reading and/or AVID classes.

- 2.Freshmen and sophomores will be tested according to the new Language Arts Florida Standards.

Plan to Monitor Progress Toward G1. `8`

FSA results will be analyzed.

Person Responsible
Martha Lewis

Schedule
On 6/10/2016

Evidence of Completion
Reports will show an increase of 2% over the previous administration of FCAT.

G2. 50% of the students participating in the Algebra 1 EOC will score at Achievement Level 3 or higher. `1a`

🔍 G070219

Targets Supported `1b`

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	40.0

Resources Available to Support the Goal `2`

- Tutoring is offered as a resource.

- Progress monitoring will be used as a resource.

- Practice tests are a resource to be used.

- The SARC committee will be utilized as a resource.

Targeted Barriers to Achieving the Goal `3`

- School attendance

- Academic ability

- Standards being tested are new

Plan to Monitor Progress Toward G2. `8`

Attendance records and academic progress will be monitored.

Person Responsible
Valerie James

Schedule
On 6/2/2016

Evidence of Completion
Documentation of progress monitoring, class grades, and report cards will serve as evidence.

G3. 42% of the students participating in the Geometry FSA will score at Achievement Level 3 or higher. This goal may be edited as test results including pass/fail rates and achievement level scores from Spring 2015 have not yet been received. 1a

Targets Supported 1b

🔍 G070220

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	40.0

Resources Available to Support the Goal 2

- Tutoring is offered as a resource.

- Progress monitoring will be used as a resource.

- Practice tests are a resource to be used.

- The SARC committee will be utilized as a resource.

Targeted Barriers to Achieving the Goal 3

- School attendance

- Academic ability

- New standards are being tested

Plan to Monitor Progress Toward G3. 8

Attendance records and academic progress will be monitored.

Person Responsible
Vann Peeples

Schedule
On 6/2/2016

Evidence of Completion
Documentation of progress monitoring, class grades, and report cards will serve as evidence.

G4. 65% of the students participating in the Biology EOC will score at Achievement Level 3 or higher. [1a]

G070221

Targets Supported [1b]

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	65.0

Resources Available to Support the Goal [2]

- 1. Online textbooks offer assignments for individual students based on deficient areas identified.

- 2. Tutoring is available after school in more than one location.

- 3. Use of research-based strategies, such as AVID, are being implemented in classrooms.

Targeted Barriers to Achieving the Goal [3]

- 1. Lack of background knowledge in the area of Biology

- 2. Reading level of students taking the EOC in Biology

- 3. New Florida Standards are being tested

Plan to Monitor Progress Toward G4. [8]

The results of Progress Monitoring assessments and classroom grades will be used to measure student progress toward the goal.

Person Responsible

Misty Matthews

Schedule

On 6/2/2016

Evidence of Completion

Grades and progress monitoring results will be reviewed, and minutes from the CLT meeting will be documented.

G5. 65% of the students participating in the FSA/ELA will pass. `1a`

🔍 G070222

Targets Supported `1b`

Indicator	Annual Target
	65.0

Resources Available to Support the Goal `2`

- 1. School Writing Plan that was revisited this year. 2. Resource personnel at the district office that support the writing teachers. 3. School Reading Coach supports writing teachers with supplemental materials.

Targeted Barriers to Achieving the Goal `3`

- 1. Students come to class unprepared to perform at a passing level.

- 2. Language barriers create difficulties for students to be successful.

Plan to Monitor Progress Toward G5. `8`

Excel spreadsheets of grades from the practice prompts.

Person Responsible
Jared Lee

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

Evidence of Completion
Spreadsheets

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. Students will increase by 2% over the 2015 FSA/ELA results. `1`

🔑 G070218

G1.B1 1. Not all students are in Intensive Reading and/or AVID classes. `2`

🔑 B182805

G1.B1.S1 2. All instructional staff will implement student engagement strategies. `4`

🔑 S194580

Strategy Rationale

All students will benefit from teachers who have been trained in the implementation of engaging instructional strategies.

Action Step 1 `5`

All teachers will receive training in strategies to increase student engagement. Training will occur during faculty meetings, professional development days, or district courses.

Person Responsible

Martha Lewis

Schedule

Every 2 Months, from 8/19/2015 to 8/19/2015

Evidence of Completion

Agendas of trainings sessions, faculty meetings, and instructional coach logs.

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

Curriculum Leadership Team planning meetings AVID Site Team Meetings

Person Responsible

Martha Lewis

Schedule

Every 2 Months, from 8/7/2014 to 5/29/2015

Evidence of Completion

Agendas from planning meetings and training sessions

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

Successful implementation of these trainings will produce classroom grades of C or higher, FCAT achievement level 3 and above, and FAIR scores of 85 percentile or greater..

Person Responsible

Toni Stivender

Schedule

On 5/29/2015

Evidence of Completion

Reports showing classroom grades of C or higher, FCAT achievement level 3 and above, and FAIR scores of 85 percentile or greater..

G1.B2 2.Freshmen and sophomores will be tested according to the new Language Arts Florida Standards. 2

🔑 B182806

G1.B2.S1 Language Arts and Intensive Reading teachers will receive inservice regarding testing specifications. 4

🔑 S194581

Strategy Rationale

Teachers will be able to implement the new standards into their classroom instruction so that students will be successful on the Florida Standards Assessment.

Action Step 1 5

Information regarding the Florida Standards Assessment will be presented to English and Reading teachers.

Person Responsible

Martha Lewis

Schedule

Monthly, from 8/19/2015 to 6/10/2016

Evidence of Completion

Attendance at the training session.

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

Administrator will monitor attendance at training sessions.

Person Responsible

Toni Stivender

Schedule

On 6/1/2015

Evidence of Completion

Meeting log.

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

FSA scores will be analyzed by the administrators and Curriculum Leadership Team.

Person Responsible

Toni Stivender

Schedule

On 6/1/2015

Evidence of Completion

Data analyses

G2. 50% of the students participating in the Algebra 1 EOC will score at Achievement Level 3 or higher. `1`

🔑 G070219

G2.B1 School attendance `2`

🔑 B182808

G2.B1.S1 Parent contact by the attendance clerk is the primary strategy. `4`

🔑 S194582

Strategy Rationale

Attendance is a factor in student achievement.

Action Step 1 `5`

Parent contact will be made.

Person Responsible

Valerie James

Schedule

On 6/2/2016

Evidence of Completion

The attendance clerk maintains a contact log.

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

Students will be worked with to correct absentee issues.

Person Responsible

Valerie James

Schedule

On 6/2/2016

Evidence of Completion

Minutes from SARC meetings will serve as evidence.

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

Followup will be done on student attendance.

Person Responsible

Valerie James

Schedule

On 6/2/2016

Evidence of Completion

Minutes of the SARC meeting will serve as evidence.

G2.B2 Academic ability 2

B182809

G2.B2.S1 Tutoring will be used as a strategy to provide additional academic support. 4

S194583

Strategy Rationale

Practice will facilitate passing the Algebra 1 EOC.

Action Step 1 5

Students have the opportunity to attend tutoring sessions.

Person Responsible

Vann Peeples

Schedule

Biweekly, from 9/14/2015 to 5/20/2016

Evidence of Completion

Attendance rosters will serve as evidence.

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

Classroom observations and lesson plans.

Person Responsible

Valerie James

Schedule

On 5/20/2016

Evidence of Completion

Documentation from tutoring sessions are kept.

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

Reviewing student achievement status after progress monitoring

Person Responsible

Vann Peeples

Schedule

On 5/20/2016

Evidence of Completion

Documentation of progress monitoring will serve as evidence.

G2.B3 Standards being tested are new `2`

🔑 B182810

G2.B3.S1 New standards are being tested with a new test. Teachers are seeking professional development and training for the new assessment. `4`

🔑 S194584

Strategy Rationale

Professional development will give the teachers a basic knowledge of what is being tested.

Action Step 1 `5`

Professional development is needed

Person Responsible

Vann Peeples

Schedule

On 6/2/2016

Evidence of Completion

Attendance verification at provided training.

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

Progress Monitoring results will be constantly reviewed.

> **Person Responsible**
>
> Vann Peeples
>
> **Schedule**
>
> On 5/2/2016
>
> ***Evidence of Completion***
>
> Progress Monitoring results.

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

Monitor Progress Monitoring results.

> **Person Responsible**
>
> Vann Peeples
>
> **Schedule**
>
> On 5/2/2016
>
> ***Evidence of Completion***
>
> Progress Monitoring Results.

G3. 42% of the students participating in the Geometry FSA will score at Achievement Level 3 or higher. This goal may be edited as test results including pass/fail rates and achievement level scores from Spring 2015 have not yet been received. 1

🔍 G070220

G3.B1 School attendance 2

🔍 B182811

G3.B1.S1 Parent contact by the attendance clerk is the primary strategy. 4

🔍 S194585

Strategy Rationale

Attendance is a factor in student success.

Action Step 1 5

Parent contact will be made.

Person Responsible

Valerie James

Schedule

On 6/2/2016

Evidence of Completion

The attendance clerk maintains a contact log as evidence.

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

Students and parents will be counseled regarding attendance issues.

Person Responsible

Valerie James

Schedule

On 6/2/2016

Evidence of Completion

Minutes from the SARC meeting will serve as evidence.

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

Follow-up on student attendance with students having absentee problems

Person Responsible

Valerie James

Schedule

On 6/2/2016

Evidence of Completion

Minutes from the SARC meeting will serve as evidence.

G3.B2 Academic ability `2`

🔑 B182812

G3.B2.S1 Tutoring will be used as a strategy to provide additional academic support. `4`

🔑 S194586

Strategy Rationale

Tutoring will help solidify content knowledge.

Action Step 1 `5`

Students have the opportunity to attend tutoring sessions.

Person Responsible

Vann Peeples

Schedule

On 5/20/2016

Evidence of Completion

Attendance rosters will serve as evidence.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Classroom observations and lesson plans

Person Responsible

Toni Stivender

Schedule

On 6/2/2016

Evidence of Completion

Documentation from walk throughs and lesson plans will service as evidence.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Reviewing student achievement status after progress monitoring

Person Responsible

Vann Peeples

Schedule

On 5/2/2016

Evidence of Completion

Documentation of progress monitoring will serve as evidence.

G3.B3 New standards are being tested 2

🔧 B182813

G3.B3.S1 New standards are being tested with a new test. Teachers are seeking professional development and training for the new assessment. 4

🔧 S194587

Strategy Rationale

Professional Development is essential to understanding the tested content.

Action Step 1 5

Schedule Professional Development according to tested content.

Person Responsible

Vann Peeples

Schedule

On 6/2/2016

Evidence of Completion

Professional Development sign-in sheets.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Mandate that teacher attendance is required at the Professional Development sessions

Person Responsible

Toni Stivender

Schedule

On 6/2/2016

Evidence of Completion

Sign-in sheets for all sessions of the required Professional Development.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 `7`

The desired content will be documented in teacher lesson plans.

Person Responsible

Toni Stivender

Schedule

On 6/2/2016

Evidence of Completion

Lesson plans and classroom observations.

G4. 65% of the students participating in the Biology EOC will score at Achievement Level 3 or higher. `1`

🔑 G070221

G4.B1 1. Lack of background knowledge in the area of Biology `2`

🔑 B182814

G4.B1.S1 1. Use of a pretest to determine the level of background knowledge of students at the beginning of the school year. `4`

🔑 S194588

Strategy Rationale

Awareness of students' background knowledge will allow the teacher to plan the starting point of instruction.

Action Step 1 `5`

Teachers will give students a pre-test at the beginning of the school year that will identify areas of strength and weaknesses.

Person Responsible

Misty Matthews

Schedule

On 9/4/2015

Evidence of Completion

Results of the pre-test.

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

Administration will require documentation of pretest results and documentation of CCSS LA 10 in lesson plans.

Person Responsible

Toni Stivender

Schedule

On 6/2/2016

Evidence of Completion

Lesson plans, pretest results, as well as classroom walk-throughs, and observations

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

Classroom observations by administrators along with lesson plans will be used to monitor effectiveness.

Person Responsible

Toni Stivender

Schedule

On 6/2/2016

Evidence of Completion

Results of the pretest, the three progress monitoring assessments, grades, and the Biology EOC

G4.B1.S2 2. Use of research-based strategies, such as Cornell Notes and Interactive Notebooks to help students with organization and comprehension. 4

🔑 S194589

Strategy Rationale

Research-based strategies will help students understand new material being presented.

Action Step 1 5

Teacher will instruct students on how to do specific research-based strategies to help them learn and retain information.

Person Responsible

Misty Matthews

Schedule

On 6/2/2016

Evidence of Completion

Use of Cornell Notes and Interactive Notebooks in the classroom and the monitoring of students using specific strategies.

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

Teachers will have documentation via results of pre-test or grades for notebooks or other strategies they have implemented in their classes.

Person Responsible

Toni Stivender

Schedule

On 6/2/2016

Evidence of Completion

Documentation of grades and classroom observations by Administration

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 `7`

Progress monitoring results and quarterly grades will be reviewed by classroom teachers and administration.

Person Responsible

Toni Stivender

Schedule

On 6/2/2016

Evidence of Completion

Progress monitoring results, classroom grades, and the EOC passing rate.

G4.B2 2. Reading level of students taking the EOC in Biology `2`

🔑 B182815

G4.B2.S1 1. Content area teachers are including CCSS LA 10 reading objectives in their classes. `4`

🔑 S194590

Strategy Rationale

Students need to comprehend complex texts in order to pass the Biology EOC.

Action Step 1 `5`

Teachers will document in lesson plans the reading objective and research-based strategy they are using in the classroom during specific lessons.

Person Responsible

Valerie James

Schedule

On 6/2/2016

Evidence of Completion

Administration will monitor lesson plans for implementation of reading strategies as observed in formal and informal observations.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

The implementation of CCSS LA 10 and research-based strategies in classrooms will be monitored.

Person Responsible

Misty Matthews

Schedule

On 6/2/2016

Evidence of Completion

Documentation of observations and lesson plans.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Teachers will keep documentation on results of pretest, progress monitoring results, and the scores on the Biology EOC.

Person Responsible

Misty Matthews

Schedule

On 6/2/2016

Evidence of Completion

Results from the Biology EOC.

G4.B2.S2 2.Teachers are using research-based strategies to improve reading comprehension of students. `4`

🔑 S194591

Strategy Rationale

Students will be provided an array of reading strategies to increase their comprehension on complex text.

Action Step 1 `5`

Teacher are implementing research-based strategies to help improve reading comprehension.

Person Responsible

Valerie James

Schedule

On 6/2/2016

Evidence of Completion

Documentation in lesson plans and observations in classrooms by Administration.

Plan to Monitor Fidelity of Implementation of G4.B2.S2 `6`

Student increases in reading comprehension of content related material will be monitored.

Person Responsible

Misty Matthews

Schedule

On 6/2/2016

Evidence of Completion

Student work and grades will provide documentation of fidelity.

Plan to Monitor Effectiveness of Implementation of G4.B2.S2 `7`

Students will produce work related to gaining knowledge needed for being successful on the Biology EOC.

Person Responsible

Misty Matthews

Schedule

On 6/2/2016

Evidence of Completion

Student work and the results of the EOC.

G4.B3 3. New Florida Standards are being tested `2`

🔍 B182816

G4.B3.S1 Teachers are unpacking the standards to help in the understanding of what is to be taught and to raise the rigor in their teaching. `4`

🔍 S194592

Strategy Rationale

FSA is more performance based in nature.

Action Step 1 `5`

Cost of subs for SCC

Person Responsible

Misty Matthews

Schedule

On 6/13/2016

Evidence of Completion

leave forms

Plan to Monitor Fidelity of Implementation of G4.B3.S1 `6`

Science connection meetings SCC

Person Responsible

Misty Matthews

Schedule

On 6/3/2016

Evidence of Completion

sign in sheets / ERO

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 `7`

Teaching strategies for the new FSA

Person Responsible

Misty Matthews

Schedule

On 6/3/2016

Evidence of Completion

Progress monitoring assessments

G5. 65% of the students participating in the FSA/ELA will pass. `1`

G070222

G5.B1 1. Students come to class unprepared to perform at a passing level. `2`

B182817

G5.B1.S1 1. Students practice in the classroom once per month. `4`

S194593

Strategy Rationale

Practice makes perfect.

Action Step 1 `5`

Classroom teachers will present a prompt, and the students will practice writing three times prior to the FSA/ELA

Person Responsible

Jared Lee

Schedule

On 5/6/2016

Evidence of Completion

The grades and the feedback the teacher will provide to students through mini lessons.

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

Administration will check for documentation in the teachers' lesson plans. Documentation of Saturday scoring sessions for the teachers to progress monitor the students writings.

Person Responsible

Valerie James

Schedule

On 5/6/2016

Evidence of Completion

Documentation of lesson plans and student grades. Results of the progress monitoring

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

The practice writing scores based on the FSA rubric.

Person Responsible

Jared Lee

Schedule

On 5/6/2016

Evidence of Completion

Student grades and progress.

G5.B2 2. Language barriers create difficulties for students to be successful. `2`

🔑 B182818

G5.B2.S1 1.Work with the ESOL Para and teacher to integrate the new material written in Spanish with the English. `4`

🔑 S194594

Strategy Rationale

The integrated material will help overcome the language barriers that exist.

Action Step 1 `5`

Collaboration and cooperative learning within the classroom among students.

Person Responsible

Jared Lee

Schedule

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

Evidence of Completion

Student grades and progress of activities documented in lesson plans.

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

Develop small cooperative learning groups for bilingual lesson plans within each grade level and each class.

Person Responsible

Jared Lee

Schedule

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

Evidence of Completion

Student grades and teacher lesson plans along with classroom observations.

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

Grades and student progress on practice tests will be monitored for growth.

Person Responsible

Jared Lee

Schedule

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

Evidence of Completion

Grades and Writing Assessment results once they are received.

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	All teachers will receive training in strategies to increase student engagement. Training will occur during faculty meetings, professional development days, or district courses.	Lewis, Martha	8/19/2015	Agendas of trainings sessions, faculty meetings, and instructional coach logs.	8/19/2015 every-2-months
G1.B2.S1.A1	Information regarding the Florida Standards Assessment will be presented to English and Reading teachers.	Lewis, Martha	8/19/2015	Attendance at the training session.	6/10/2016 monthly
G2.B1.S1.A1	Parent contact will be made.	James, Valerie	8/19/2015	The attendance clerk maintains a contact log.	6/2/2016 one-time
G2.B2.S1.A1	Students have the opportunity to attend tutoring sessions.	Peeples, Vann	9/14/2015	Attendance rosters will serve as evidence.	5/20/2016 biweekly
G2.B3.S1.A1	Professional development is needed	Peeples, Vann	8/19/2015	Attendance verification at provided training.	6/2/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A1	Parent contact will be made.	James, Valerie	8/19/2015	The attendance clerk maintains a contact log as evidence.	6/2/2016 one-time
G3.B2.S1.A1	Students have the opportunity to attend tutoring sessions.	Peeples, Vann	9/15/2015	Attendance rosters will serve as evidence.	5/20/2016 one-time
G3.B3.S1.A1	Schedule Professional Development according to tested content.	Peeples, Vann	8/19/2015	Professional Development sign-in sheets.	6/2/2016 one-time
G4.B1.S1.A1	Teachers will give students a pre-test at the beginning of the school year that will identify areas of strength and weaknesses.	Matthews, Misty	8/19/2015	Results of the pre-test.	9/4/2015 one-time
G4.B1.S2.A1	Teacher will instruct students on how to do specific research-based strategies to help them learn and retain information.	Matthews, Misty	8/19/2015	Use of Cornell Notes and Interactive Notebooks in the classroom and the monitoring of students using specific strategies.	6/2/2016 one-time
G4.B2.S1.A1	Teachers will document in lesson plans the reading objective and research-based strategy they are using in the classroom during specific lessons.	James, Valerie	8/19/2015	Administration will monitor lesson plans for implementation of reading strategies as observed in formal and informal observations.	6/2/2016 one-time
G4.B2.S2.A1	Teacher are implementing research-based strategies to help improve reading comprehension.	James, Valerie	8/19/2015	Documentation in lesson plans and observations in classrooms by Administration.	6/2/2016 one-time
G4.B3.S1.A1	Cost of subs for SCC	Matthews, Misty	6/8/2015	leave forms	6/13/2016 one-time
G5.B1.S1.A1	Classroom teachers will present a prompt, and the students will practice writing three times prior to the FSA/ELA	Lee, Jared	9/21/2015	The grades and the feedback the teacher will provide to students through mini lessons.	5/6/2016 one-time
G5.B2.S1.A1	Collaboration and cooperative learning within the classroom among students.	Lee, Jared	8/24/2015	Student grades and progress of activities documented in lesson plans.	6/3/2016 quarterly
G1.MA1	FSA results will be analyzed.	Lewis, Martha	8/19/2015	Reports will show an increase of 2% over the previous administration of FCAT.	6/10/2016 one-time
G1.B1.S1.MA1	Successful implementation of these trainings will produce classroom grades of C or higher, FCAT achievement level 3 and above, and FAIR scores of 85 percentile or greater..	Stivender, Toni	5/25/2015	Reports showing classroom grades of C or higher, FCAT achievement level 3 and above, and FAIR scores of 85 percentile or greater..	5/29/2015 one-time
G1.B1.S1.MA1	Curriculum Leadership Team planning meetings AVID Site Team Meetings	Lewis, Martha	8/7/2014	Agendas from planning meetings and training sessions	5/29/2015 every-2-months
G1.B2.S1.MA1	FSA scores will be analyzed by the administrators and Curriculum Leadership Team.	Stivender, Toni	8/20/2014	Data analyses	6/1/2015 one-time
G1.B2.S1.MA1	Administrator will monitor attendance at training sessions.	Stivender, Toni	8/20/2014	Meeting log.	6/1/2015 one-time
G2.MA1	Attendance records and academic progress will be monitored.	James, Valerie	8/19/2015	Documentation of progress monitoring, class grades, and report cards will serve as evidence.	6/2/2016 one-time
G2.B1.S1.MA1	Followup will be done on student attendance.	James, Valerie	8/19/2015	Minutes of the SARC meeting will serve as evidence.	6/2/2016 one-time
G2.B1.S1.MA1	Students will be worked with to correct absentee issues.	James, Valerie	8/19/2015	Minutes from SARC meetings will serve as evidence.	6/2/2016 one-time
G2.B2.S1.MA1	Reviewing student achievement status after progress monitoring	Peeples, Vann	11/16/2015	Documentation of progress monitoring will serve as evidence.	5/20/2016 one-time
G2.B2.S1.MA1	Classroom observations and lesson plans.	James, Valerie	9/14/2015	Documentation from tutoring sessions are kept.	5/20/2016 one-time
G2.B3.S1.MA1	Monitor Progress Monitoring results.	Peeples, Vann	11/16/2015	Progress Monitoring Results.	5/2/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.MA1	Progress Monitoring results will be constantly reviewed.	Peeples, Vann	11/16/2015	Progress Monitoring results.	5/2/2016 one-time
G3.MA1	Attendance records and academic progress will be monitored.	Peeples, Vann	8/19/2015	Documentation of progress monitoring, class grades, and report cards will serve as evidence.	6/2/2016 one-time
G3.B1.S1.MA1	Follow-up on student attendance with students having absentee problems	James, Valerie	8/19/2015	Minutes from the SARC meeting will serve as evidence.	6/2/2016 one-time
G3.B1.S1.MA1	Students and parents will be counseled regarding attendance issues.	James, Valerie	8/19/2015	Minutes from the SARC meeting will serve as evidence.	6/2/2016 one-time
G3.B2.S1.MA1	Reviewing student achievement status after progress monitoring	Peeples, Vann	11/16/2015	Documentation of progress monitoring will serve as evidence.	5/2/2016 one-time
G3.B2.S1.MA1	Classroom observations and lesson plans	Stivender, Toni	8/19/2015	Documentation from walk throughs and lesson plans will service as evidence.	6/2/2016 one-time
G3.B3.S1.MA1	The desired content will be documented in teacher lesson plans.	Stivender, Toni	8/19/2015	Lesson plans and classroom observations.	6/2/2016 one-time
G3.B3.S1.MA1	Mandate that teacher attendance is required at the Professional Development sessions	Stivender, Toni	8/19/2015	Sign-in sheets for all sessions of the required Professional Development.	6/2/2016 one-time
G4.MA1	The results of Progress Monitoring assessments and classroom grades will be used to measure student progress toward the goal.	Matthews, Misty	8/19/2015	Grades and progress monitoring results will be reviewed, and minutes from the CLT meeting will be documented.	6/2/2016 one-time
G4.B1.S1.MA1	Classroom observations by administrators along with lesson plans will be used to monitor effectiveness.	Stivender, Toni	8/19/2015	Results of the pretest, the three progress monitoring assessments, grades, and the Biology EOC	6/2/2016 one-time
G4.B1.S1.MA1	Administration will require documentation of pretest results and documentation of CCSS LA 10 in lesson plans.	Stivender, Toni	8/19/2015	Lesson plans, pretest results, as well as classroom walk-throughs, and observations	6/2/2016 one-time
G4.B2.S1.MA1	Teachers will keep documentation on results of pretest, progress monitoring results, and the scores on the Biology EOC.	Matthews, Misty	8/19/2015	Results from the Biology EOC.	6/2/2016 one-time
G4.B2.S1.MA1	The implementation of CCSS LA 10 and research-based strategies in classrooms will be monitored.	Matthews, Misty	8/19/2015	Documentation of observations and lesson plans.	6/2/2016 one-time
G4.B3.S1.MA1	Teaching strategies for the new FSA	Matthews, Misty	6/8/2015	Progress monitoring assessments	6/3/2016 one-time
G4.B3.S1.MA1	Science connection meetings SCC	Matthews, Misty	6/8/2015	sign in sheets / ERO	6/3/2016 one-time
G4.B1.S2.MA1	Progress monitoring results and quarterly grades will be reviewed by classroom teachers and administration.	Stivender, Toni	8/19/2015	Progress monitoring results, classroom grades, and the EOC passing rate.	6/2/2016 one-time
G4.B1.S2.MA1	Teachers will have documentation via results of pre-test or grades for notebooks or other strategies they have implemented in their classes.	Stivender, Toni	8/19/2015	Documentation of grades and classroom observations by Administration	6/2/2016 one-time
G4.B2.S2.MA1	Students will produce work related to gaining knowledge needed for being successful on the Biology EOC.	Matthews, Misty	8/19/2015	Student work and the results of the EOC.	6/2/2016 one-time
G4.B2.S2.MA1	Student increases in reading comprehension of content related material will be monitored.	Matthews, Misty	8/19/2015	Student work and grades will provide documentation of fidelity.	6/2/2016 one-time
G5.MA1	Excel spreadsheets of grades from the practice prompts.	Lee, Jared	8/24/2015	Spreadsheets	6/3/2016 quarterly
G5.B1.S1.MA1	The practice writing scores based on the FSA rubric.	Lee, Jared	9/21/2015	Student grades and progress.	5/6/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B1.S1.MA1	Administration will check for documentation in the teachers' lesson plans. Documentation of Saturday scoring sessions for the teachers to progress monitor the students writings.	James, Valerie	9/21/2015	Documentation of lesson plans and student grades. Results of the progress monitoring	5/6/2016 one-time
G5.B2.S1.MA1	Grades and student progress on practice tests will be monitored for growth.	Lee, Jared	8/24/2015	Grades and Writing Assessment results once they are received.	6/3/2016 quarterly
G5.B2.S1.MA1	Develop small cooperative learning groups for bilingual lesson plans within each grade level and each class.	Lee, Jared	8/24/2015	Student grades and teacher lesson plans along with classroom observations.	6/3/2016 quarterly

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. Students will increase by 2% over the 2015 FSA/ELA results.

G1.B1 1. Not all students are in Intensive Reading and/or AVID classes.

G1.B1.S1 2. All instructional staff will implement student engagement strategies.

PD Opportunity 1

All teachers will receive training in strategies to increase student engagement. Training will occur during faculty meetings, professional development days, or district courses.

Facilitator

Instructional coaches, AVID site team, AVID district coordinator, District Office Reading Resource Teacher.

Participants

All instructional personnel

Schedule

Every 2 Months, from 8/19/2015 to 8/19/2015

G4. 65% of the students participating in the Biology EOC will score at Achievement Level 3 or higher.

G4.B1 1. Lack of background knowledge in the area of Biology

G4.B1.S2 2. Use of research-based strategies, such as Cornell Notes and Interactive Notebooks to help students with organization and comprehension.

PD Opportunity 1

Teacher will instruct students on how to do specific research-based strategies to help them learn and retain information.

Facilitator

AVID Site Team

Participants

Most classroom teachers

Schedule

On 6/2/2016

G4.B2 2. Reading level of students taking the EOC in Biology

G4.B2.S1 1. Content area teachers are including CCSS LA 10 reading objectives in their classes.

PD Opportunity 1

Teachers will document in lesson plans the reading objective and research-based strategy they are using in the classroom during specific lessons.

Facilitator

Reading Coach

Participants

All instructional staff

Schedule

On 6/2/2016

G4.B3 3. New Florida Standards are being tested

G4.B3.S1 Teachers are unpacking the standards to help in the understanding of what is to be taught and to raise the rigor in their teaching.

PD Opportunity 1

Cost of subs for SCC

Facilitator

Kathy Hardesty

Participants

Biology teachers

Schedule

On 6/13/2016

Technical Assistance Items

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

G2. 50% of the students participating in the Algebra 1 EOC will score at Achievement Level 3 or higher.

G2.B2 Academic ability

G2.B2.S1 Tutoring will be used as a strategy to provide additional academic support.

PD Opportunity 1

Students have the opportunity to attend tutoring sessions.

Facilitator

Participants

Schedule

Biweekly, from 9/14/2015 to 5/20/2016

G3. 42% of the students participating in the Geometry FSA will score at Achievement Level 3 or higher. This goal may be edited as test results including pass/fail rates and achievement level scores from Spring 2015 have not yet been received.

G3.B2 Academic ability

G3.B2.S1 Tutoring will be used as a strategy to provide additional academic support.

PD Opportunity 1

Students have the opportunity to attend tutoring sessions.

Facilitator

Participants

Schedule

On 5/20/2016

Budget

		Budget Data	
1	G1.B1.S1.A1	All teachers will receive training in strategies to increase student engagement. Training will occur during faculty meetings, professional development days, or district courses.	$0.00

Budget Data

2	G1.B2.S1.A1	Information regarding the Florida Standards Assessment will be presented to English and Reading teachers.	$0.00
3	G2.B1.S1.A1	Parent contact will be made.	$0.00
4	G2.B2.S1.A1	Students have the opportunity to attend tutoring sessions.	$0.00
5	G2.B3.S1.A1	Professional development is needed	$0.00
6	G3.B1.S1.A1	Parent contact will be made.	$0.00
7	G3.B2.S1.A1	Students have the opportunity to attend tutoring sessions.	$0.00
8	G3.B3.S1.A1	Schedule Professional Development according to tested content.	$0.00
9	G4.B1.S1.A1	Teachers will give students a pre-test at the beginning of the school year that will identify areas of strength and weaknesses.	$0.00
10	G4.B1.S2.A1	Teacher will instruct students on how to do specific research-based strategies to help them learn and retain information.	$0.00
11	G4.B2.S1.A1	Teachers will document in lesson plans the reading objective and research-based strategy they are using in the classroom during specific lessons.	$0.00
12	G4.B2.S2.A1	Teacher are implementing research-based strategies to help improve reading comprehension.	$0.00
13	G4.B3.S1.A1	Cost of subs for SCC	$0.00
14	G5.B1.S1.A1	Classroom teachers will present a prompt, and the students will practice writing three times prior to the FSA/ELA	$0.00
15	G5.B2.S1.A1	Collaboration and cooperative learning within the classroom among students.	$0.00
		Total:	$0.00