



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Lake Howell High School

4200 DIKE RD

Winter Park, FL 32792

407-746-9050

[http://www.scps.k12.fl.us/schools/
schoolinfopage.cfm?schoolnumber=0551](http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0551)

School Demographics

School Type
High School

Title I
No

Free and Reduced Lunch Rate
44%

Alternative/ESE Center
No

Charter School
No

Minority Rate
48%

School Grades History

2013-14
PENDING

2012-13
A

2011-12
A

2010-11
B

2009-10
A

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.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	17
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	26
Part III: Coordination and Integration	41
Appendix 1: Professional Development Plan to Support Goals	42
Appendix 2: Budget to Support Goals	45

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 Howell High School

Principal

Frank Casillo

School Advisory Council chair

Cam McCoy

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

Name	Title
Lance Abney	Assistant Principal
Tonya Manderville	Assistant Principal
Keith Mewes	Assistant Principal
Toni Norton	Assistant Principal
Jose Sanchez	Assistant Principal
Nancy Diaz	Administrative Assistant
Brian Blasewitz	Assistant Principal/SAM
Cindy Frank	Dean of Students

District-Level Information

District

Seminole

Superintendent

Dr. Walt Griffin

Date of school board approval of SIP

11/11/2013

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

Cam McCoy, Chair
 Kathleen Bolling, Secretary
 Frank Casillo, Principal
 Tonya Manderville, Assistant Principal
 Sara Borosky, Technology Assistant
 Jeffrey Meyers, Teacher
 Ricardo Collado, Teacher
 Yara Rodriguez, FTE Clerk
 Chelsea Rose, Student, SGA

Kelly Dalsemer, Parent
 Peri Goldberg, Parent
 Lara Mangiarelli, Parent
 Wanda Walls, Parent
 Michelle Young, Parent
 Renee Taylor, Parent
 Lisa Nelson, Parent
 Michelle Harris, Parent
 Chris Iles, Parent
 Luigi Pedicelli, Community Member
 Bob Walker, Parent

Involvement of the SAC in the development of the SIP

The Lake Howell SAC meets monthly to view, discuss, and implement strategies of the school improvement plan. Members are invited to contribute ideas and concerns regarding school data and performance.

Activities of the SAC for the upcoming school year

SAC will host Parent Survival Night, an evening to provide various information for parents such as graduation criteria, support for at-risk students, and Advanced Placement information. SAC will also provide grants for teachers to support SIP goals.

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

School improvement funds will be used to support teachers in the purchase of resources, software, or other materials needed to accomplish school goals in improving reading, writing, and mathematics. Funds will also support the 2nd annual Challenge Day, a program with emphasis on tolerance and acceptance.

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

N/A

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

9

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Frank Casillo		
Principal	Years as Administrator: 32	Years at Current School: 2
Credentials	BA Yankton College MA SUNY Certification: Administration and Supervision K-12 Additional Coursework – Nova, FSU Professional Crisis Management Practitioner II	
Performance Record	Leadership of Lyman High School to A school status Leadership of Lake Howell High School to A school status, 2012	
Jose Sanchez		
Asst Principal	Years as Administrator: 4	Years at Current School: 3
Credentials	University of Central Florida Ed.D.: Educational Leadership Stetson University Ed.S.: Educational Leadership The George Washington University Masters Certificate: Project Management University of Central Florida M.B.A.: Business Administration City College of New York B.S.: Mathematics Education	
Performance Record	Graduating seniors demonstrated an increase in post-secondary readiness in math from 42% to 70% for the 2011-2012 school year. The number of students demonstrating proficiency in the Algebra 1 EOC increased 5.5% from the 2010-2011 school year.	
Toni E. Norton		
Asst Principal	Years as Administrator: 17	Years at Current School: 7
Credentials	MS Nova Southerastern University, Education Leadership BS/The University of Akron, Business Education, 6-12 Principal Leadership Certificate 2010	
Performance Record	Leadership support of Lake Howell School A school status, 2006, 2008, 2010, 2012 Increased reading proficiency from 59 percent to 66 percent Increased learning gains on the 2013 FCAT reading from 58 to 71 percent Implementation of Discovery Ed progress monitors with weekly practice for all 9th and 10th grade students Implementation of PLC process in year 2010-2011 which supported common curriculum among Language Arts teachers	

Tonya B. Manderville

Asst Principal

Years as Administrator: 9

Years at Current School: 1

Credentials

B.S. degree in Business Administration from Bethune Cookman University
 M.Ed-Educational Leadership from University of North Florida
 Ed.D-Administrative Leadership for Teaching and Learning from Walden University
 Certifications: Business Education K-12, Educational Leadership K-12,
 School Principal
 Past 3 years instructional progress is from my previous school's data. This is my first year at Lake Howell High School.
 Upon arrival to Hagerty High School, the school grade was "B" in 2010. The lower quartile scored 46% in reading hence, the only reason a school grade of "A" was not achieved. After starting incentive programs for lower level reading students that included ESE students, the following years data improved moving from 46% to 50% for the lower 25% resulting in school grade of "A". The following two years, 2011, 2012, school grade results were "A" . Data for the lower quartile for 2013 increased to 65% in reading with expectations for 2013 of the same "A" grade.

Performance Record

Asst Principal

Years as Administrator:

Years at Current School:

Credentials

Performance Record

Instructional Coaches

of instructional coaches

receiving effective rating or higher

Instructional Coach Information:

Kathleen Bolling		
Part-time / District-based	Years as Coach: 1	Years at Current School: 7
Areas	Science, Other	
Credentials	BA/English/Minor Education, Mississippi University for Women, 1982 MS Educational Leadership Nova Southeastern University Certifications: English 6/12, Social Science 6/12, Middle Grades Integrated Curriculum, Gifted Endorsement, Reading Endorsement	
Performance Record	Implementation of Common Core standards in Social Studies which helped increase reading proficiency from 59 to 66 percent	

Leighann Penaga		
Part-time / School-based	Years as Coach: 2	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	BA Theater and English, certification 6-12, and Reading Endorsement	
Performance Record	Increased reading proficiency from 59 percent to 66 percent Increased learning gains on the 2013 FCAT reading from 58 to 71 percent Implementation of Discovery Ed progress monitors with weekly practice for all 9th and 10th grade students Increased reading proficiency from 59 percent to 66 percent Increased learning gains on the 2013 FCAT reading from 58 to 71 percent Implementation of Discovery Ed progress monitors with weekly practice for all 9th and 10th grade students	

Classroom Teachers

# of classroom teachers	118
# receiving effective rating or higher	0, 0%
# Highly Qualified Teachers	98%
# certified in-field	104, 88%
# ESOL endorsed	12, 10%

reading endorsed

10, 8%

with advanced degrees

57, 48%

National Board Certified

5, 4%

first-year teachers

8, 7%

with 1-5 years of experience

33, 28%

with 6-14 years of experience

41, 35%

with 15 or more years of experience

36, 31%

Education Paraprofessionals**# of paraprofessionals**

4

Highly Qualified

4, 100%

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

5

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

Seminole County Public Schools are always in pursuit of highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs as well as minority and veteran job fairs. This year we have gone out of the United States to bring on board a few teachers from Spain to teach the dual language classes. The district supports all teachers but especially new teacher participation in the mentoring programs. In-services and workshops are made available for new teachers with zero years of experience. First year teachers are assigned a one on one mentor that provides support during and beyond the first year.

Lake Howell High School has established ties with our local college campuses: Seminole State and

the University of Central Florida. Several interns participate on campus each year and are placed with clinical education teachers to mentor and share educational experiences. Ms. Toni Norton, Assistant Principal, works with the colleges as well as our new teacher program. Each new teacher within our school is paired with an experienced mentor to help them throughout the school year. New teachers create and share their teaching portfolios with their teachers and administrators. Several observations are completed by the mentor and administrator during classroom visits.

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor was trained by our county's new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year. Once school begins, these new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for each teacher's given situation. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

Lake Howell High School has selected two of our teachers, Ms. Chelsea Saint Clair, and Ms. Sandra Riva, both former Teacher of the Year recipients, to work with our new teacher program. A comprehensive program has been planned for the school year to support our new teachers with classroom resources, mentors, and frequent communication opportunities to create positive experiences for our new teachers. In addition, content area leaders also provide resources and direction for our new teachers, especially within the Professional Learning Communities network established at our school.

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 Howell utilizes data reports from EdInsight and Skyward to identify students who are at-risk and/or need additional supports/interventions. Students can also be identified by core teachers or parental referral. The MTSS team meets with teachers, school support staff, student and parents to review the student's data, academic and/or behavioral progress. The MTSS team reconvenes to monitor the specific interventions put in place and makes changes as needed.

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

The MTSS Chair responsibility is to maintain MTSS documents, facilitate MTSS meetings, request sensory screenings (as needed), and analyze academic and behavioral data from EdInsight and support teachers and students in implementing interventions. MTSS Administrator is responsible for ensuring fidelity in the MTSS process of implementing interventions. The Reading Coach is responsible for

analyzing reading test scores and developing specific interventions to improve areas of weakness in the student. The School Social Worker is responsible for completing a social history (if needed) and providing community based resources for the family. The School Psychologist is responsible for conducting academic, achievement and behavioral assessments as they are appropriate.

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

The MTSS Chair and Administrator work closely with teachers and support staff to ensure that interventions are implemented with fidelity. EdInsight, Discovery Ed and Skyward systems are used to review data on a student in the MTSS process. The MTSS team has been trained on the MTSS policies and procedures to ensure that the process supports the needs of our students.

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 data sources used to access and analyze data are EdInsight, Skyward and Discovery Ed. These three systems allow us to analyze academic achievement on the school level, class level and individual student levels. Attendance, discipline, academic and testing information are all accessible through the above stated data management sources. EdInsight provides at risk reports, which are used to identify students that are struggling in one or more areas.

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

All staff is trained on how to manage and utilize EdInsight and Discovery Ed for their specific academic subject. The MTSS chair and Co-Chair are trained on utilizing EdInsight and Discovery Ed as a tool to identify students who are at-risk and may need more supports/interventions. Those systems are also utilized to develop specific interventions and monitor the progress of those interventions. Parents and students are provided with visual graphics of the data, to better help the parent and student understand where their student is performing academically and/or behaviorally.

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: Before or After School Program**Minutes added to school year:**

Lake Howell High School employs methods to provide education enrichment and interventions throughout the school year to prepare our students for college readiness including after-school tutoring, pull out programs, transition programs for at risk students, school mentors including adults and students, weekend instruction for SAT and ACT, extended classes, and a full gambit of extracurricular activities to support our academic curriculum.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

ACT/SAT data is utilized to monitor performance and pass rates.

Who is responsible for monitoring implementation of this strategy?

Several of our faculty participate in offering SAT/ACT instruction on weekends at our school including Language Arts and Math instructors.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Toni Norton	Administrator
Leighann Pengaga	Instructional Coach
Kathleen Bolling	Instructional Coach
Sara Borosky	Technology Assistant
Chelsea Saint Clair	Language Arts
Lauren Olivia	Social Studies
Danielle Blondin	Mathematics
Laura Nieves	Science
Sandra Rivas Cole	Fine Arts
Tammy Glass	Career Education
Ron Cowan	Exceptional Education

How the school-based LLT functions

Our school leadership team meets monthly to implement curriculum school-wide objectives. We have also formed this year a Literacy Cadre comprised of representatives from each content area. Our Literacy Cadre is meeting monthly to plan literacy strategies for all content areas in relation to Common Core standards.

Major initiatives of the LLT

Writing in all content areas and implementation of effective reading strategies for the Common Core.

Every Teacher Contributes to Reading Instruction

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

Lake Howell High School professional learning communities teachers plan and develop unit and lesson plans to address deficiencies in reading. Two instructional coaches also provide resources and strategies for content area teachers. Our literacy cadre is meeting each month to implement reading and writing strategies to meet the requirements of the Common Core. All content areas are participating in providing vocabulary-rich environments, as well as implementing literacy strategies to improve reading and writing skills. Progress monitors includes district and school-based systems are in place including Discovery Ed, USA Test Prep, ACT software, and other items designed by individual teachers to assess reading progress.

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

Lake Howell High offers a comprehensive curriculum to provide all students post- secondary preparation. Curriculum is offered through our various EPathways to allow students choices as they prepare for post high school experiences. Coursework is offered through the school day complimented by opportunities on Saturday for college preparation practice, software packages which offer reinforcement for college skills, and career education curriculum to prepare students for post secondary vocation. Students are monitored throughout the school year using school, district, and state assessments. Classes in entrepreneurship, culinary operations, digital media, and cosmetology allow students to gain industry certifications. Visits to local colleges give students opportunities to explore their future educational experiences. Students are prepared throughout the school year to take ACT and SAT exams within ELA curriculum, as well as other content area courses. Students are also placed in college readiness curriculum in English and Math in the 12th grade year to solidify college readiness skills.

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

The team of administrators, teachers, and guidance staff counsel students in preparation for post secondary education. Students are given opportunities to communicate with teachers and guidance counselors each year to prepare their coursework to match career selections.

Strategies for improving student readiness for the public postsecondary level

According to the High School Feedback report, about 80 percent of our graduates enter into a post-secondary institution; more than 68 percent of them were enrolled in remedial English or math in the fall semester. Lake Howell High school has several interventions in place to address college readiness including courses in Language Arts and Mathematics using college-ready curriculum. These courses include progress monitoring using the PERT testing process. Students are also enrolled in reading and math courses throughout their four years of high school to remediate and address deficiencies in math and reading.

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	69%	65%	No	72%
American Indian				
Asian	81%	70%	No	83%
Black/African American	57%	51%	No	61%
Hispanic	59%	53%	No	63%
White	76%	75%	No	78%
English language learners	36%	18%	No	42%
Students with disabilities	45%	33%	No	51%
Economically disadvantaged	58%	52%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	676	65%	68%
Students scoring at or above Achievement Level 4	343	45%	50%

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>		50%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		70%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	663	67%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	157	61%	65%

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)	72	80%	85%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	31	33%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	49	53%	55%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	234	39%	50%

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	318	63%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	80	4%	8%

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	65%	66%	Yes	69%
American Indian				
Asian	93%	87%	No	94%
Black/African American	53%	50%	No	57%
Hispanic	61%	56%	No	65%
White	71%	74%	Yes	74%
English language learners	52%	36%	No	57%
Students with disabilities	57%	45%	No	61%
Economically disadvantaged	58%	55%	No	63%

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>		30%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		70%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	504	66%	70%
Students in lowest 25% making learning gains (EOC)	140	62%	70%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	181	28%	50%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	148	48%	60%
Students scoring at or above Achievement Level 4	21	7%	15%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	178	38%	50%
Students scoring at or above Achievement Level 4	108	23%	30%

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>		20%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		80%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	214	44%	50%
Students scoring at or above Achievement Level 4	143	29%	50%

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)	4		4
Participation in STEM-related experiences provided for students	4	10%	10%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	1219	58%	59%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		87%	88%
Students taking one or more advanced placement exams for STEM-related courses	204	17%	18%
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams	140	7%	8%
Passing rate (%) for students who take CTE-STEM industry certification exams		62%	63%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	1148	54%	55%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	140	7%	8%
Passing rate (%) for students who take CTE industry certification exams		62%	63%
CTE program concentrators			
CTE teachers holding appropriate industry certifications	4	50%	51%

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	315	15%	14%
Students in ninth grade with one or more absences within the first 20 days	210	35%	200%
Students in ninth grade who fail two or more courses in any subject	148	27%	26%
Students with grade point average less than 2.0	306	14%	13%
Students who fail to progress on-time to tenth grade	109	16%	15%
Students who receive two or more behavior referrals	359	16%	15%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	89	4%	3%

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

Lake Howell School utilizes parent input from PTSA and our School Advisory Committee.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Use of the Skyward parental porthole	725	38%	50%

Area 10: Additional Targets

Additional targets for the school

N/a

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
N/a	0	0%	0%

Goals Summary

- G1.** Results of the 2013 FCAT Writes revealed 63 percent of our 10th grade students scored 4.0 or better on the FCAT Writes. Goal: to Increase the percent of accountability group students achieving proficiency (Level 4.0+) on the 2014 FCAT Writes.
- G2.** Results of the 2013 FCAT Reading 2.0 revealed 65 percent of students scored at Level 3. Goal: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2014 FCAT 2.0 Reading
- G3.** Results of the 2013 FCAT 2.0 Reading data reflect only 32.5 percent of Exceptional Education students with disabilities were proficient. Goal: To increase the percent of SLD students achieving proficiency (Level 3+) on the 2014 FCAT 2.0 Reading
- G4.** In 2012-2013, 15 percent of students missed 10 percent or more of available instructional time.. Goal: To reduce the number student absences by 1 percent.

Goals Detail

G1. Results of the 2013 FCAT Writes revealed 63 percent of our 10th grade students scored 4.0 or better on the FCAT Writes. Goal: to Increase the percent of accountability group students achieving proficiency (Level 4.0+) on the 2014 FCAT Writes.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing

Resources Available to Support the Goal

- Curriculum Specialists including SCPS personnel, instructional coach, reading coach, guidance personnel, at risk counselor, ESE team, Professional development opportunities, District CST team

Targeted Barriers to Achieving the Goal

- Lack of daily practice in all classes, lack of consistent writing strategies throughout all contents, classroom instruction time limited, grading demands, lack of meaningful feedback

Plan to Monitor Progress Toward the Goal

Monitor writing progressions

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Writing PMAs

G2. Results of the 2013 FCAT Reading 2.0 revealed 65 percent of students scored at Level 3. Goal: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2014 FCAT 2.0 Reading

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- Parental Involvement

Resources Available to Support the Goal

- Students enrolled in intensive reading classes for all Level 1, 2, and 3 students in 9th and 10th grade Reading coaches to support Language Arts and Reading teachers Instructional coach to support all other content areas Reading programs using Journeys, SOAR reading strategies, and Advanced Reading curriculum for 9-12th grade students Blackboard, Skyward, Discovery Ed, USA Test Preparation, and Reading Plus software being used by Level 1-3 students PBS Support ESE Support Facilitation

Targeted Barriers to Achieving the Goal

- Professional Development opportunities, funding, and time limitations for more training Lack of funding for additional personnel to provide additional interventions for struggling readers

Plan to Monitor Progress Toward the Goal

Disciplinary Literacy

Person or Persons Responsible

Administrators, Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Student Performance on the FCAT Reading 2.0

G3. Results of the 2013 FCAT 2.0 Reading data reflect only 32.5 percent of Exceptional Education students with disabilities were proficient. Goal: To increase the percent of SLD students achieving proficiency (Level 3+) on the 2014 FCAT 2.0 Reading

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Social Studies
- U.S. History EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- Parental Involvement

Resources Available to Support the Goal

- Exceptional Education district and school specialists School ESE Coordinator Highly qualified teachers Support Facilitation in mainstreamed classrooms IEP team

Targeted Barriers to Achieving the Goal

- Need for focus/planning of implementation of ESE accommodations in mainstreamed classrooms Need for additional Professional Development for Support Facilitators and mainstream teachers Lack of transportation for after-school tutoring Attendance in classes

Plan to Monitor Progress Toward the Goal

ESE students will be monitored for progress toward IEP and reading goals

Person or Persons Responsible

Support facilitation team/teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Assignments complete, student data sheets with reading goals completed, grades on target

G4. In 2012-2013, 15 percent of students missed 10 percent or more of available instructional time.. Goal: To reduce the number student absences by 1 percent.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- Parental Involvement

Resources Available to Support the Goal

- Telephone calls Email communications Skyward Hawk Talk Newsletter Lake Howell High School Web Site Skyward Messaging System

Targeted Barriers to Achieving the Goal

- Lack of technology in households Teachers who do not contact home or make referrals when excessive absences occur Lack of transportation for afterschool sessions

Plan to Monitor Progress Toward the Goal

Daily Attendance Records Improved

Person or Persons Responsible

Administrators, Guidance

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Fewer absences

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Results of the 2013 FCAT Writes revealed 63 percent of our 10th grade students scored 4.0 or better on the FCAT Writes. Goal: to Increase the percent of accountability group students achieving proficiency (Level 4.0+) on the 2014 FCAT Writes.

G1.B1 Lack of daily practice in all classes, lack of consistent writing strategies throughout all contents, classroom instruction time limited, grading demands, lack of meaningful feedback

G1.B1.S1 Language Arts, Social Studies, and Science teachers will participate in professional development to implement writing skills daily in class including training with 6+1 Traits of Writing, implementation of writing strategies planning in PLCs, and practice with district progress monitors

Action Step 1

Provide Professional Development for writing for the common core and FCAT Writes 2.0 using 6 plus One Writing Traits

Person or Persons Responsible

Language Arts, Social Studies, and Science

Target Dates or Schedule

Ongoing with planning through PLC teams

Evidence of Completion

Implementation of writing strategies observed by administrators, improvement on the Spring FCAT Writes, PLC unit and lesson plans, use of Blackboard sites

Facilitator:

District CST team

Participants:

Language Arts, Social Studies, Science

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

Writing in classrooms by all content will be monitored to ensure nonnegotiables will be used, planning by PLC teams

Person or Persons Responsible

Administrators/teachers

Target Dates or Schedule

During walk through processes

Evidence of Completion

Improvement on Spring FCAT Writes

Plan to Monitor Effectiveness of G1.B1.S1

Writing PMAs will be monitored to track student improvement

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Writing PMAs

G1.B1.S2 Language Arts teachers will implement writing workshops for 9th and 10 grade students to prepare for the Spring FCAT Writes

Action Step 1

9th and 10th grade students will practice writing skills weekly in class using Six Plus One Traits, writing paragraphs, responses, and essays

Person or Persons Responsible

Teachers will present workshops using rotations with all teachers in the Media Center

Target Dates or Schedule

Periodically during school year with specific dates for writing workshops in the Media Center in November, January and February

Evidence of Completion

Students will use writing skills during writing PMAs and FCAT Writes

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Teachers will plan together writing workshops with specific focus on six traits

Person or Persons Responsible

Teachers, District personnel, administrators

Target Dates or Schedule

Weekly practice, and workshops three times

Evidence of Completion

Students will improve scores on District PMAs

Plan to Monitor Effectiveness of G1.B1.S2

Writing improvement by all 10th grade students using district progress monitors

Person or Persons Responsible

Teachers/Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Effective implementation of writing non-negotiables in all content areas

G1.B1.S3 All content areas will implement students' writing initiatives related to their content including writing weekly practice, content vocabulary, with appropriate feedback

Action Step 1

Content area teachers will write weekly using common core standards using reading reflections/interpretations

Person or Persons Responsible

Teachers, Literacy Cadre Representatives

Target Dates or Schedule

Ongoing

Evidence of Completion

Reports through Literacy Cadre, improved scores on writing PMAs

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Writing in content areas with non negotiables

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Students write weekly in all classes

Plan to Monitor Effectiveness of G1.B1.S3

Writing with non-negotiables

Person or Persons Responsible

Administrators/Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Improvement on FCAT Writes and SAT/ACT/PERT writing

G2. Results of the 2013 FCAT Reading 2.0 revealed 65 percent of students scored at Level 3. Goal: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2014 FCAT 2.0 Reading

G2.B1 Professional Development opportunities, funding, and time limitations for more training Lack of funding for additional personnel to provide additional interventions for struggling readers

G2.B1.S1 A school-wide literacy cadre will meet monthly to support literacy in the content areas, professional development will be implemented to improve teaching of literacy strategies, PLCs will continue to implement common lessons, units, and assessments

Action Step 1

Implementation of the literacy cadre planning

Person or Persons Responsible

Teachers representing each content area

Target Dates or Schedule

Meeting one time per month

Evidence of Completion

Improved literacy practices within all classrooms

Facilitator:

Reading Coach

Participants:

One representative from each content area

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

Students will write in all classes using argumentation and textual evidence

Person or Persons Responsible

Administrators, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading and writing strategies implemented in all content areas using literacy strategies

Plan to Monitor Effectiveness of G2.B1.S1

Reading and writing in all classrooms

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved performance on progress monitors

G2.B1.S2 The reading and instructional coaches will offer support to all content areas including provision of word walls, articles for close reading, modeling of reading strategies, and cooperative teaching

Action Step 1

Literacy support

Person or Persons Responsible

Ms. Penaga and Ms. Bolling, our instructional coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrators will observe strategies put in place through walk throughs Improvement on the Spring FCAT Reading

Facilitator:

Reading Coach, Instructional Coach, District Curriculum Team

Participants:

Language Arts, Social Studies, Science

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Literacy Instruction

Person or Persons Responsible

Reading and Instructional Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Classrooms with evidence of academic walls, vocabulary, reading strategies

Plan to Monitor Effectiveness of G2.B1.S2

Literacy strategies implemented and monitored

Person or Persons Responsible

Reading Coach/Instructional Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Accountable talk between coaches and teachers

G2.B1.S3 Reading programs will include weekly sessions in the computer lab using reading programs which include diagnosis of reading levels including Reading Plus, Discovery Ed, USA Test Preparation

Action Step 1

Use of reading software to build reading skills

Person or Persons Responsible

Teachers will take their students to the reading labs

Target Dates or Schedule

2 times per week, reading classes 1 time per week, English 1 block teachers

Evidence of Completion

Discovered Ed monitors will be used to track progress, students will track individual student data

Facilitator:

Reading coach

Participants:

Reading and Language Arts Teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Reading software being used to improve skills

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Student reading reports generated from programs

Plan to Monitor Effectiveness of G2.B1.S3

Reading improvement

Person or Persons Responsible

Reading Coach/Administrator

Target Dates or Schedule

Ongoing

Evidence of Completion

Diagnostic reports for each individual student, Improvement on Discovery Ed monitors.

G3. Results of the 2013 FCAT 2.0 Reading data reflect only 32.5 percent of Exceptional Education students with disabilities were proficient. Goal: To increase the percent of SLD students achieving proficiency (Level 3+) on the 2014 FCAT 2.0 Reading

G3.B1 Need for focus/planning of implementation of ESE accommodations in mainstreamed classrooms
Need for additional Professional Development for Support Facilitators and mainstream teachers
Lack of transportation for after-school tutoring
Attendance in classes

G3.B1.S1 Provide support by the ESE team for regular education teachers, including identification of students, support for IEP accommodations, and assistance within the classroom

Action Step 1

Notification to teachers regarding accommodations and IEP objectives for ESE students

Person or Persons Responsible

ESE team

Target Dates or Schedule

August 2013

Evidence of Completion

Teachers include accommodations in daily lessons

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

ESE students are able to complete assignments in class with success

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Successful completion of assignments, progress toward IEP goals

Plan to Monitor Effectiveness of G3.B1.S1

ESE students will improve when taking progress monitors

Person or Persons Responsible

Teachers/Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Improve on FCAT 2.0 reading test

G3.B1.S2 ESE students will be offered tutoring after school

Action Step 1

Tutoring after school

Person or Persons Responsible

Teachers/National Honor Societ

Target Dates or Schedule

Ongoing

Evidence of Completion

Student improvement on progress monitors

Plan to Monitor Fidelity of Implementation of G3.B1.S2

ESE students will show improvement in reading

Person or Persons Responsible

Teachers/Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved scores on Discovere Ed progress monitors

Plan to Monitor Effectiveness of G3.B1.S2

Students with disabilities will improve reading skills

Person or Persons Responsible

Administrators/Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Improvement shown on Discovery Ed progress monitors and FCAT 2.0 Spring 2014

G4. In 2012-2013, 15 percent of students missed 10 percent or more of available instructional time.. Goal: To reduce the number student absences by 1 percent.

G4.B1 Lack of technology in households Teachers who do not contact home or make referrals when excessive absences occur Lack of transportation for afterschool sessions

G4.B1.S1 Teachers will telephone or email parents when students have accumulated absences which are detrimental to classroom learning, extend time for make up assignments, and refer excessive absences to Guidance personnel

Action Step 1

Communication to parents and students

Person or Persons Responsible

School communication systems and teacher communication/Guidance/ESE team

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved attendance records Improved achievement by students

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

Communication with parents regarding student absences

Person or Persons Responsible

Teachers/Guidance/ESE team

Target Dates or Schedule

When students have not returned to class, or have missed assignments

Evidence of Completion

Class attendance, completed assignments

Plan to Monitor Effectiveness of G4.B1.S1

Progress reports will reflect attendance

Person or Persons Responsible

Teachers/Guidance/ESE team

Target Dates or Schedule

Quarterly

Evidence of Completion

Students attend class, improve grades, improve on FCAT/SAT/ACT/PERT

G4.B1.S2 Teachers will ensure make-up assignments are completed

Action Step 1

Students complete assignments when absent

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students are receiving grades for assignments

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

Make up assignments will be completed when students return from absences

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Zeros replaced by grades

Plan to Monitor Effectiveness of G4.B1.S2

Make up work completed

Person or Persons Responsible

Teachers/Administrators

Target Dates or Schedule

Walk throughs, observations

Evidence of Completion

Students in class, on task, successful grades and performance

G4.B1.S3 Daily attendance will be encouraged with an incentive plan

Action Step 1

Incentives such as prizes of ice cream will be offered for 95 percent attendance

Person or Persons Responsible

Students

Target Dates or Schedule

Each nine weeks

Evidence of Completion

Students attendance will improve

Plan to Monitor Fidelity of Implementation of G4.B1.S3

Students who attend 95 percent of classtime will be eligible for rewards

Person or Persons Responsible

School and Guidance personnel, Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Student attendance will improve

Plan to Monitor Effectiveness of G4.B1.S3

Incentive program

Person or Persons Responsible

Administrators and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students come to class and complete assignments

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

Lake Howell High School will coordinate Supplemental Academic Instruction and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy 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), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Results of the 2013 FCAT Writes revealed 63 percent of our 10th grade students scored 4.0 or better on the FCAT Writes. Goal: to Increase the percent of accountability group students achieving proficiency (Level 4.0+) on the 2014 FCAT Writes.

G1.B1 Lack of daily practice in all classes, lack of consistent writing strategies throughout all contents, classroom instruction time limited, grading demands, lack of meaningful feedback

G1.B1.S1 Language Arts, Social Studies, and Science teachers will participate in professional development to implement writing skills daily in class including training with 6+1 Traits of Writing, implementation of writing strategies planning in PLCs, and practice with district progress monitors

PD Opportunity 1

Provide Professional Development for writing for the common core and FCAT Writes 2.0 using 6 plus One Writing Traits

Facilitator

District CST team

Participants

Language Arts, Social Studies, Science

Target Dates or Schedule

Ongoing with planning through PLC teams

Evidence of Completion

Implementation of writing strategies observed by administrators, improvement on the Spring FCAT Writes, PLC unit and lesson plans, use of Blackboard sites

G2. Results of the 2013 FCAT Reading 2.0 revealed 65 percent of students scored at Level 3. Goal: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2014 FCAT 2.0 Reading

G2.B1 Professional Development opportunities, funding, and time limitations for more training Lack of funding for additional personnel to provide additional interventions for struggling readers

G2.B1.S1 A school-wide literacy cadre will meet monthly to support literacy in the content areas, professional development will be implemented to improve teaching of literacy strategies, PLCs will continue to implement common lessons, units, and assessments

PD Opportunity 1

Implementation of the literacy cadre planning

Facilitator

Reading Coach

Participants

One representative from each content area

Target Dates or Schedule

Meeting one time per month

Evidence of Completion

Improved literacy practices within all classrooms

G2.B1.S2 The reading and instructional coaches will offer support to all content areas including provision of word walls, articles for close reading, modeling of reading strategies, and cooperative teaching

PD Opportunity 1

Literacy support

Facilitator

Reading Coach, Instructional Coach, District Curriculum Team

Participants

Language Arts, Social Studies, Science

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrators will observe strategies put in place through walk throughs Improvement on the Spring FCAT Reading

G2.B1.S3 Reading programs will include weekly sessions in the computer lab using reading programs which include diagnosis of reading levels including Reading Plus, Discovery Ed, USA Test Preparation

PD Opportunity 1

Use of reading software to build reading skills

Facilitator

Reading coach

Participants

Reading and Language Arts Teachers

Target Dates or Schedule

2 times per week, reading classes 1 time per week, English 1 block teachers

Evidence of Completion

Discovered Ed monitors will be used to track progress, students will track individual student data

Appendix 2: Budget to Support School Improvement Goals