

Lake County Schools

Tavares High School



2016-17 Schoolwide Improvement Plan

Tavares High School

603 N NEW HAMPSHIRE AVE, Tavares, FL 32778

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	51%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	32%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Lake County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	25
Appendix 2: Professional Development and Technical Assistance Outlines	26
Professional Development Opportunities	26
Technical Assistance Items	27
Appendix 3: Budget to Support Goals	27

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Tavares High School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Tavares High School is to prepare students to become confident, self-directed, lifelong learners enabling them to grow personally and academically as they work towards becoming College and Career Ready citizens who will make positive contributions to society.

b. Provide the school's vision statement.

The vision of Tavares High School is that by meeting the needs of all students through the commitments of all stakeholders, our students will become ethical and responsible citizens capable of realizing their fullest potential.

2. School Environment

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

Tavares High encourages relationship building through home base. Each student will have the same home base and home base teacher for their freshman-senior years at THS. The teacher will help guide and mentor the student through their high school years. The home base teacher will have data chats with students to help them gain a better understanding of their educational goals, as well as, develop a growth mindset as they move forward in life. This year home base will meet once a month. During this time various topics and activities will occur. Among them will be going over progress reports, report cards, behavior, anti-bullying, drug education, requirements for graduation, college and career readiness, as well as registration procedures for the 2017-2018 school year.

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

Tavares High School staff works diligently to develop a safe environment. We promote a school culture where students feel safe and respected before, during and after school. Faculty, administration and staff remain visible on campus at all times during the school day to monitor student interaction. Duty stations are assigned to oversee student movement before, during and after school. Students are encouraged to report any concerns they have to administration or a faculty or staff member. THS has a safety committee that meets once a month to ensure safety requirements are being met and to discuss other safety concerns. A student representative is a member of this committee.

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

Tavares High School follows the policies and procedures put forth in the 2016-17 Code of Student Conduct and Policy Guide. During the first week of school teachers review the Code of Student Conduct and policy Guide with their students. The first step in any successful school-wide behavioral system is parent contact. When a disciplinary incident occurs, a parent or guardian is contacted. Depending on the level of the offense consequences are issued. ISS, Tuesday and Saturday detentions are given for minor infractions and Extended ISS and out-of-school suspensions are given

for serious behavior infraction. Staff members are aware of the discipline ladder and protocols for all disciplinary incidents.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Each student at Tavares High School has a home base. The students will have the same home base and home base teacher for their freshman-senior years at THS. The teacher will help guide and mentor the student through their high school years. All students have access to a Guidance counselor on a daily basis. The guidance department schedules conferences with teachers, parents, and students daily. When a concern is brought to their attention, immediate action is taken. A social worker and school psychologist are assigned to assist the guidance counselors in their interaction with students and their needs. MTTs is in place at THS. This year THS has utilized Power Hour for the second year. During the Power Hour students eat lunch, attend student meetings, and are able to receive academic help from their teachers. Teachers are assigned office hours for either the first 30 minutes of Power Hour or the 2nd half of Power Hour. The core classes have been divided to provide better access for students. Teachers utilize one half hour for office hours and the other half hour will be utilized for their lunch.

3. Early Warning Systems

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

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The THS Leadership Team meets monthly to review data trends. During these meetings credit checks, attendance, Low GPA, At-Risk students and disciplinary issues are discussed. Skyward is monitored for the data. Students with grievous attendance issues meet with Guidance and parents to develop and attendance plan. Students with failures, Low GPA, At-Risk, Intensive Reading or Intensive math are assigned to Power Hour with a Purpose to provide academic support. All Standardized test scores are disseminated to the appropriate teacher, guidance counselor and administrator for further evaluation. Course schedule changes and Power Hour assignment are addressed on an individual bases for increased academic support.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	52	49	49	56	206
One or more suspensions	0	0	0	0	0	0	0	0	0	17	8	7	3	35
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	89	48	48	11	196
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	121	72	0	0	193

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	69	57	56	59	241

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

Our School MTSS Team meets monthly to discuss related data. The Team consist of an administrator, a Guidance Counselor, Classroom Teacher Literacy Coach, Social Worker and FST. Intervention are decided based on student needs and the team consensuses. The individual monitoring the intervention will chart the student progress, noting trends and present data for review.

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

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

No

1. PIP Link

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

2. Description

At our school parents are involved in various student activities that include but are not limited to sports, band, chorus, and clubs. We invite parents of level 1 reading students to a family dinner and go over academic providing information to help the parents become involved in their child's education. This is a very successful event each school year. Information for events that are coming up are communicated through the THS website, call outs through school messenger, and peachjar.com. Parents are informed of their child's progress through progress reports, report cards, Skyward family access and teacher communication. Parents have the opportunity to be members of the School Advisory Committee(SAC). We invite parents to a school wide orientation at the beginning of each school year to familiarize them with teachers and procedures.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

At our school, parents are involved in various student activities that include but are not limited to sports, band, chorus, and clubs. Through student fund raisers the community helps support student activities in various areas. Parents and community members are involved in the Athletic Boosters, Band Boosters, and Academic Boosters. Through their fund raising efforts students benefit both Academically and competitively. Members of the community have the opportunity to be members of the School Advisory Committee(SAC). We invite parents of our students in reading and have a family dinner in November. At this dinner we go over academic and information to help the parents become involved in their child's education. We have developed a partnership with the Tavares City Commissioners to implement a Youth Council that allows students from THS to work with the commissioners in areas of specific interest. Information for events that are coming up are communicated through the THS website, digital signs, call outs through school messenger, and peachjar.com. THS has an active volunteer program.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Boyd, Janice	Principal
Dwyer, Dianne	Assistant Principal
Hall, Carl	Assistant Principal
Glass, Richard (Bryan)	Assistant Principal
Clemons, Paul	Assistant Principal

b. Duties

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

The Principal, Dr. Janice Boyd, is responsible for the operation of Tavares High School. She is the instructional leader. She provides a common vision for the use of data-based decision-making. Faculty meetings are held monthly where important information is disseminated to the faculty. Dr. Boyd schedules department chair meetings once a month to go over curriculum issues and to get their input and recommendation on various issues and implementations. She works with the guidance department and department chairs when developing the master schedule. Dr. Boyd meets with the Assistant Principals on a daily basis getting their input and recommendations. The TEAM observation process is used for instructional evaluation and input is shared with instructional personnel. LEADS is used for the Administrative evaluation process. She supervises athletic events as well as other school related events. Dr. Boyd is a member of the School Advisory Committee. Dianne Dwyer, Carl Hall, Bryan Glass and Steve Clemmons are the Assistant Principals at THS. Dianne Dwyer is responsible for the following: AM cafeteria supervision, PM parent pick-up, 12th grade discipline and attendance, field trips, fund raisers, student lockers, assess food service staff, assess 1/4 instructional staff, RTI contact and testing coordinator, School Improvement Plan, School Advisory Council, accreditation contact, sending out messages via school messenger, assess 1/4 instructional staff, assist with master schedule, curriculum contact, and 12th grade MTSS/RTI contact. Carl Hall is responsible for the following: AM courtyard supervision, PM bus loop supervision, band boosters liaison, Saturday school coordinator, TQR coordinator, facility use and facilities, activities calendar, 9th grade discipline and attendance, keys, school inventory, assess 1/4 of instructional staff, assess custodians, duty rosters and 9th grade RTI contact. Bryan Glass is responsible for student parking lot supervision, athletic boosters, textbook coordinator, 10th grade discipline and attendance, digital signs, student parking and passes, assess 1/4 instructional staff, safety coordinator, assess clerical staff, monies owed list. Steve Clemmons in in charge AVID administrator, volunteer tracking, Health/Wellness coordinator, fund raisers, food pantry, assess 1/4 instructional staff and Teacher Assistants. All AP's assist Dr. Boyd in the implementation of a common vision for the use of data-based decision making. All AP's also supervise athletic events as well as other school events.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Allocations are given to schools based on the District Allocation Plan and the school's FTE. The Principal goes over these allocations to see if they are adequate or will a request need to be made to increase the allocations. The Principal meets with the District Allocation Committee to go over the allocations. After the student request for classes for the up coming year, A master schedule is

initiated and student numbers in classes are reviewed for class size reduction. The school operating budget is given to the schools at the end of July and updated twice during the school year. The Principal is responsible for the school operating budget. When funding initiatives come up for supplementing federal, state and local funds, services and programs, the leadership team and department chairs meet and make recommendations to the Principal. The Assistant Principals meet on a daily basis with the Principal to review how to apply resources for the highest impact. Department Chairs meet with the Principal on a monthly or as needed basis to ensure that resources are being aligned for the highest impact.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Joyce Elwart	Teacher
Laura Chandler	Parent
Anne-Marie Clark	Parent
Jerry Hall	Parent
Bonnie Hart	Parent
Tim Morris	Business/Community
Elyza Rodriguez	Teacher
Lisa Vintilla	Parent
Bonnie Watkins	Teacher
Kevin Wooster	Parent
Cathy Zanhurak	Parent
Teresa Burney	Parent
Sharon Couture	Parent
Diane Long	Teacher
Anna Martinez	Parent
Sandy Wooster	Parent
Janice Boyd	Principal
Tracy Berry	Parent
Michele Gotfraind	Parent
Kipp Gotfraind	Parent
Monica Janes	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The Principal keeps the SAC up to date on the school improvement plan, school activities, and information during the school year. As things come up during the school year relevant to the school improvement plan and other important school functions, they are brought to the attention of the SAC.

Last year's school improvement plan is evaluated as the new school improvement plan is being adopted.

b. Development of this school improvement plan

Once the SIP is completed it is shared with the SAC for their approval and further input. At the first SAC meeting, the SIP process is explained and areas in need of improvement are discussed. At future meetings the completed SIP is shared and the plan is approved prior to sending it to the District for final approval.

c. Preparation of the school's annual budget and plan

The District Office allocates the school's annual budget. The principal discusses the budget at the 2nd SAC meeting. Prior to the end of last school year, the principal discussed the needs of the school with the SAC.

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

Throughout the school year, we find many students fall behind in their classes, and they fail all or part of the class. By creating an after-school tutoring program using e2020, we can offer students the opportunity recover lost credits, helping them to graduate on time. In addition, by offering summer remediation through e2020 for students who fail a class during the year, we can help those students meet their graduation deadline. We would also offer EOC retakes in the summer for those students who did not pass their first EOC. Lastly, a writing team would be assembled to work on learning activities for our students in home base. SAI dollars are use for funding. The funding amount for school year 2016-2017 is \$14,833.

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

Yes

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

NA

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Carlock, Britny	Teacher, K-12
Lester, Carolyn	Other
Sanford, David	Teacher, K-12
Rodrigue, Lisa	Teacher, K-12
Rodriguez, Elyza	Teacher, K-12

b. Duties

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

The Literacy Leadership Team will analyze data for the areas that need attention. The LLT will formulate school wide literacy goals and monitor implementation of literacy strategies. Various

collaborative training opportunities will be available to all teachers. This year the LLT will focus on student engagement strategies. Professional development on student engagement strategies will be offered to all teachers by the Literacy Coach. The Literacy Coach works with all teachers on reading strategies. The reading teachers will continue to receive training on and will continue to use Achieve 3000.

D. Public and Collaborative Teaching

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

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

All high schools in the district are on a seven period day. At Tavares High school departments have the same planning period so that collaboration among the teachers can take place. During this collaborative planning time teachers work together on the Florida State Standards, scope and sequence, blue prints from the Florida Standards and lesson plans. The Leadership Team meets with the Department Chairs once a month. The supervising administrator Meets with the department he/she supervises during their PLCs. PLCs are held once a week. Teachers also attend content area professional development, as well as, work collaboratively with the content specific consortia.

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

1. Use of searchsoft application system for qualified candidates - Principal
2. Assign HQ mentor off new teachers - Teacher Quality Retention AP
3. Regular meeting of new teachers with Teacher Quality Retention AP - Teacher Quality Retention AP
4. Provide Administrative support to all new teachers - Administration
5. TOP Program - District Instructional Coach
6. TEAM - Administration

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

All new teachers must complete New Beginnings, an annual professional learning opportunity for new Lake County teachers. The new teachers learn about important initiatives, resources, and tools to assist them in providing 21st Century learning opportunities so that all Lake County students will be college and career ready. Session topics include: lesson planning tools, classroom management strategies, technology resources, data-driven instruction, curriculum resources, and parent communication strategies. A District Instructional Coach is assigned to new teachers to help them through their first year. At the school level, the Teacher Quality Retention Coordinator(TQR) assigns a mentor for the new teacher. The mentor is assigned based on teaching experience, certification, and content area. Planned mentoring activities include but are not limited to classroom visits, conferences and collaboration/Top Program. Professional staff development courses/in-services are available monthly.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Departments at Tavares High School have common plan periods for collaboration. PLC's have been established for this purpose. The Department Chair is the facilitator of the PLC. During this time

teachers review and collaborate their instructional content and materials to ensure it is aligned to Florida's State Standards. Lesson plans are developed using the Florida State Standards blue print. A Florida Standards teacher was allocated to all high schools. This teacher works with the departments and individual teachers to ensure core instructional programs and materials are aligned to Florida's standards. Tavares High School, Mt. Dora High School, Eustis High School and Umatilla High School have formed a consortium for Algebra I, Biology and English 1 & 2 to review and ensure content and materials are aligned to Florida Standards.

b. Instructional Strategies

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

The process of evaluating data to drive instruction is the core of our school culture. This data allows administrators, teachers and coaches to differentiate instructional materials to meet the needs of our diverse population. For our struggling math students who have not passed the Algebra I EOC, we have developed an elective intensive math class where the students use Khan Academy, Algebra Nation, other math resources and receive instruction in test taking skills. Also the Pert Test is offered at various times during the year. All level 1 and most level 2 readers are in an intensive reading class and with a CARPD trained teacher. Many of juniors and seniors who haven't passed the FCAT are in a reading class designed to help them pass the ACT. For our seniors who are danger of not graduating, we have scheduled them into a class where an individualized plan is developed to help them meet their graduation requirements. Students meet monthly with a "HomeBase" teacher that is responsible for monitoring grades attendance, and behavior. Students may get extra tutoring from their teachers during Power Hour.

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

Strategy: After School Program

Minutes added to school year: 0

All struggling students in Algebra I, geometry, and biology classes, as well as, any other student who fall behind in his/her graduation requirements and is at risk of not graduating with the correct cohort. Computer-based supplemental activities, intensive classes, and homebase classes will meet during the regular school day. Tutoring for credit recovery will be offered both after-school and during the summer. e2020 credit recovery sessions will occur periodically beginning in October 2016 and continuing through July 31, 2017. Power Hour tutoring is also available during the school day to provide extra support for struggling students.

Strategy Rationale

Many struggling students fall behind in their classes and fail. By creating an after-school tutoring program using e2020, we can offer struggling students the opportunity to recover lost credits. Further, by offering summer remediation using e2020, we can help prevent students from being retained thereby; helping them meet their graduation deadline. Finally, we would assemble a summer writing team to develop learning activities for our students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hall, Carl, hallc2@lake.k12.fl.us

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

The results of this strategy will be measured by increased student achievement as measured by: EOC's, classroom performance, and graduation rate.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The 9th grade guidance counselor meets with the 8th grade middle school guidance counselor to review the academics, as well as, teacher recommendations for advance courses. Based on academic history, state assessment scores and teacher recommendations, the student is scheduled for classes. The week before school begins an open house for parents and students is scheduled for students to pick-up their class schedules and meet their teachers. During homebase the homebase teachers go over the class scheduling process with the up coming 10th, 11th, and 12th grade students. The student academic history is reviewed, state assessment scores and teacher recommendations are considered. ESE articulation meetings are held for upcoming 9th grade students.

b. College and Career Readiness

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

Students select relevant courses that relate to their field of study. Through a homebase program, topics such as careers and other relevant material, are presented. Academic courses that meet high school graduation and college entrance requirements are linked with technical courses that focus on the academy's field of work. Teachers coordinate course content and instructional strategies. Work-based learning opportunities for students tie classroom activities to internships with local employer partners. Also the AVID program is available to students. College and career counseling informs students about options and planning for employment and further education. Presently, we have the following CTE Academies: Agritechnology, Health Sciences, Culinary Arts, Game/Simulation/Animation Programming and Intro to Information tech. THS also has CAPE AP Art 2-D/Innov. Students use Lake Virtual and Florida Virtual Campus for personalized academic and career planning. Students and guidance counselors review these plans annually to verify that the course of study is meaningful. Through out the school year colleges, universities, and vocational schools visit THS to give students information on their schools. THS gives the PSAT to all 10th, and 11th grade students and the SAT to all 11th grade students. Students who excel on state assessments, EOC's and other testing will be provided the opportunity to take Honors and AP classes. Additionally Lake County has open access to AP courses. Also the AVID program is available to students.

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

Tavares High School offers courses in the Fine Arts, foreign language and academic classes. Students can be trained in the skills of agriculture, health science education, computer technology, culinary arts and game simulation animation programming. THS also has CAPE Art 2-D/Innov. Students who excel on state assessments, EOC's and other testing will be provided the opportunity to take Honors and AP classes. Through a homebase program, topics that help students see the relationships between subjects and relevance to their future are presented. Also the AVID program is available to students.

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

Tavares High School is committed to preparing our students for success beyond high school. Tavares High School's Career and Technical Education (CTE) student completers qualify for local or regional articulated postsecondary credit depending on program of study. CTE students earning industry certification qualify for state articulated credit in select programs. Students with disabilities are transitioned through career experience, career placement, and transition IEPs which identifies their career goals. Students at Tavares High School are also involved in dual enrollment and Advanced Placement classes that prepare them for college and technical centers. Tavares guidance counselors are very involved in making sure that the students meet all the requirements, as well as, take the necessary courses to graduate high school and begin their college and workforce careers. Students take the PERT test and ACT/SAT to show college readiness. Presently, we have the following CTE Academies: Culinary Arts, Agritechnology, Game Simulation Animation Programming, Health Science and Intro to Information Tech. THS also has CAPE AP2-D Art/Innov.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

Students have the opportunity to schedule honor's and AP classes to improve their readiness for public postsecondary level. Honor's classes are offer in Language Arts, Math, Science and Social Studies. The following AP classes are offered at THS: Language Arts, Stats, Calculus, Environmental Science, US History, Government, World History, and Human Geography. Students are encouraged to take the ACT, PSAT and SAT. Pert Testing is given at THS as well as Lake Sumter State College. During Homebase postsecondary readiness is discussed. All core curriculum classes are being aligned with the Florida State Standards. A virtual lab has been added to assist students with grade

recovery, online requirement and taking other courses that are not offered. College nights are held at Lake Sumter State College for students to talk with college representatives of colleges they may be interested in attending. During the school year, counselors meet with students to go over their academics and make a plan for the student to following for the course of the year.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** With high expectations, teachers at Tavares High will develop a school wide attendance incentive plan and OSS reduction plan to increase the number of in school days per students and decrease the number of out of school days.

- G2.** Teachers will understand, plan, deliver and differentiate standards based instruction, communicating high expectations in all content areas and for all students

Strategic Goals Detail

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

G1. With high expectations, teachers at Tavares High will develop a school wide attendance incentive plan and OSS reduction plan to increase the number of in school days per students and decrease the number of out of school days. 1a

G086775

Targets Supported 1b

Indicator	Annual Target
Attendance rate	90.0
Attendance Below 90%	10.0
Truancy Rate	10.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent interventions used for tardies and absence utilized by school personnel
- Students lack of motivation to succeed and participate in social settings

Resources Available to Help Reduce or Eliminate the Barriers 2

- Collaboration and creation of attendance committee, Positive incentives for attendance, Employability grade, consistent home base teacher and meeting to develop relationships and encourage students.

Plan to Monitor Progress Toward G1. 8

Skyward and School Check in reports will show an increase in attendance and a decrease in tardiness.

Person Responsible

Dianne Dwyer

Schedule

Monthly, from 10/17/2016 to 5/31/2018

Evidence of Completion

Increased attendance by students on Skyward and reduced tardies on School Check-in. School wide attendance percentage will increase.

G2. Teachers will understand, plan, deliver and differentiate standards based instruction, communicating high expectations in all content areas and for all students **1a**

G086776

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	50.0
ABE Mathematics - Percentage of LCP per Enrolled	50.0

Targeted Barriers to Achieving the Goal **3**

- Inconsistent use and lack of teachers experience in best practices for standards-based instruction in all content areas.
- Student lack of academic foundation (Learning Gaps) knowledge to build future knowledge.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Monthly Department Meetings, Teacher collaboration and common plan, PLC's, Florida State Standards, access to honors classes, AVID Program for 9th-12th grade, strategies learned through professional staff development and ESE resource room teachers.

Plan to Monitor Progress Toward G2. **8**

Teachers, coaches and leadership will monitor student progress through common assessments.

Person Responsible

Dianne Dwyer

Schedule

Monthly, from 9/29/2016 to 5/31/2017

Evidence of Completion

Data analysis of common assessments, FSA, PSAT/SAT, Report cards

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. With high expectations, teachers at Tavares High will develop a school wide attendance incentive plan and OSS reduction plan to increase the number of in school days per students and decrease the number of out of school days. **1**

 G086775

G1.B1 Inconsistent interventions used for tardies and absence utilized by school personnel **2**

 B230670

G1.B1.S1 We will implement a new tardy/absence policy with specific actions addressing the issue. We will provide incentives for regular timely attendance. **4**

 S243355

Strategy Rationale

If we develop a tardy/absence policy for students executed with fidelity then there will be an increased opportunity for student academic engagement time.

Action Step 1 **5**

Attendance Incentive Committee will develop consistent tardy/attendance policy and provide incentives for attendance.

Person Responsible

Dianne Dwyer

Schedule

Monthly, from 7/27/2016 to 5/30/2018

Evidence of Completion

Tardy Policy, member list, meeting agendas

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

The attendance incentive committee will evaluate Skyward attendance reports to verify increased attendance and decreased tardiness.

Person Responsible

Dianne Dwyer

Schedule

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

Evidence of Completion

Skyward attendance protects, discipline reports

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

Attendance records will be collected and analyzed during the attendance incentive meetings.

Person Responsible

Dianne Dwyer

Schedule

Monthly, from 10/17/2016 to 5/31/2018

Evidence of Completion

Skyward attendance reports, school check in tardy reports, attendance incentive meeting agendas

G2. Teachers will understand, plan, deliver and differentiate standards based instruction, communicating high expectations in all content areas and for all students **1**

G086776

G2.B1 Inconsistent use and lack of teachers experience in best practices for standards-based instruction in all content areas. **2**

B230674

G2.B1.S1 English, science and math teachers are collaborating with MDHS, UHS and EHS in content specific consortias with a focus on Algebra 1, Algebra 2, Geometry, Biology, English 1 and English 2 that address the Florida Standards. **4**

S243358

Strategy Rationale

If we mentor the inexperienced teacher by providing exemplar examples of instruction and lesson studies conducted by veteran mentors then they will learn how to unpack the Florida Standards and teach to their full intent.

Action Step 1 **5**

Create exemplar lessons and collaborate with expert teachers on the intent of the Florida Standards.

Person Responsible

Dianne Dwyer

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Exemplar lesson plan, agenda from consortia meetings, improved instruction as evident on TEAM evaluations

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

Develop and utilize PLC and Collaborative time to create exemplar lesson plans

Person Responsible

Dianne Dwyer

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Exemplar Lesson Plans, PLC Sign in sheets

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

Teachers, Coaches and Leadership will monitor student success through common assessments. CWT's will measure impact of the exemplar lesson and rigorous instruction that meets the full intent of the Florida Standard.

Person Responsible

Dianne Dwyer

Schedule

Monthly, from 9/29/2016 to 5/31/2017

Evidence of Completion

Data analysis from common assessments developed in PLCs by teachers, as well as Lake benchmark testing, FSA results, PSAT/ SAT results, report card grades.

G2.B2 Student lack of academic foundation (Learning Gaps) knowledge to build future knowledge. 2

 B230675

G2.B2.S1 We will enroll all students in the PSAT Linkage through College Board and Khan Academy. This will be monitored weekly by their English teacher. 4

 S243359

Strategy Rationale

If we implement a regular practice through the PSAT College Board linkage then students will receive personalized remediation and acceleration to meet their specific needs.

Action Step 1 5

Create and Establish College Board account for each student then link their PSAT Scores to Khan Academy.

Person Responsible

Dianne Dwyer

Schedule

Weekly, from 8/15/2016 to 5/31/2018

Evidence of Completion

Achievement reports from Khan Academy, PSAT and SAT scores

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

Develop and utilize a schedule for all English teachers to provide personalized practice on the PSAT College Board Linkage to Khan Academy.

Person Responsible

Dianne Dwyer

Schedule

Monthly, from 9/29/2016 to 5/31/2017

Evidence of Completion

Khan Academy achievement reports, PSAT and SAT results

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

Leadership will meet with the English Department once a month to review assessment outcomes from the PSAT College Board Linkage to Khan Academy.

Person Responsible

Dianne Dwyer

Schedule

Monthly, from 9/29/2016 to 5/31/2017

Evidence of Completion

Achievement results from Khan Academy, report card grade, PSAT and SAT results, FSA results

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1 M326094	The attendance incentive committee will evaluate Skyward attendance reports to verify increased...	Dwyer, Dianne	8/10/2016	Skyward attendance protects, discipline reprot	5/24/2017 monthly
G2.MA1 M326102	Teachers, coaches and leadership will monitor student progress through common assessments.	Dwyer, Dianne	9/29/2016	Data analysis of common assessments, FSA, PSAT/SAT, Report cards	5/31/2017 monthly
G2.B1.S1.MA1 M326096	Teachers, Coaches and Leadership will monitor student success through common assessments. CWT's...	Dwyer, Dianne	9/29/2016	Data analysis from common assessments developed in PLCs by teachers, ass well as Lake benchmark testing, FSA results, PSAT/ SAT results, report card grades.	5/31/2017 monthly
G2.B1.S1.MA1 M326097	Develop and utilize PLC and Collaborative time to create exemplar lesson plans	Dwyer, Dianne	8/15/2016	Exemplar Lesson Plans, PLC Sign in sheets	5/31/2017 weekly
G2.B1.S1.A1 A314857	Create exemplar lessons and collaborate with expert teachers on the intent of the Florida Standards.	Dwyer, Dianne	8/15/2016	Exemplar lesson plan, agenda from consortia meetings, improved instruction as evident on TEAM evaluations	5/31/2017 weekly
G2.B2.S1.MA1 M326098	Leadership will meet with the English Department once a month to review assessment outcomes fomr...	Dwyer, Dianne	9/29/2016	Achievement results from Khan Academy, report card grade, PSAT and SAT results, FSA results	5/31/2017 monthly
G2.B2.S1.MA1 M326099	Develop and utilize a schedule for all English teachers to provide personalized practice on the...	Dwyer, Dianne	9/29/2016	Khan Academy achievement reports, PSAT and SAT results	5/31/2017 monthly
G1.B1.S1.A1 A314856	Attendance Incentive Committee will develop consistent tardy/attendance policy and provide...	Dwyer, Dianne	7/27/2016	Tardy Policy, member list, meeting agendas	5/30/2018 monthly
G1.MA1 M326095	Skyward and School Check in reports will show an in crease in attendance and a decrease in...	Dwyer, Dianne	10/17/2016	Increased attendance by students on Skyward and reduced tardies on School Check-in. School wide attendance percentage will increase.	5/31/2018 monthly
G1.B1.S1.MA1 M326093	Attendance records will be collected and analyzed during the attendance incentive meetings.	Dwyer, Dianne	10/17/2016	Skyward attendance reports, school check in tardy reports, attendance incentive meeting agendas	5/31/2018 monthly
G2.B2.S1.A1 A314858	Create and Establish College Board account for each student then link their PSAT Scores to Khan...	Dwyer, Dianne	8/15/2016	Achievement reports form Khan Academy, PSAT and SAT scores	5/31/2018 weekly

V. Professional Development Opportunities

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

G2. Teachers will understand, plan, deliver and differentiate standards based instruction, communicating high expectations in all content areas and for all students

G2.B1 Inconsistent use and lack of teachers experience in best practices for standards-based instruction in all content areas.

G2.B1.S1 English, science and math teachers are collaborating with MDHS, UHS and EHS in content specific consortias with a focus on Algebra 1, Algebra 2, Geometry, Biology, English 1 and English 2 that address the Florida Standards.

PD Opportunity 1

Create exemplar lessons and collaborate with expert teachers on the intent of the Florida Standards.

Facilitator

Carolyn Lester, Greg Raczkowski

Participants

ALL English, Biology, Algebra 1, Algebra 2 and Geometry teachers

Schedule

Weekly, from 8/15/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Attendance Incentive Committee will develop consistent tardy/attendance policy and provide incentives for attendance.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1112	239-Other	0211 - Tavares High School	General Fund		\$0.00
			<i>Notes: Incentives for perfect attendance</i>			
2	G2.B1.S1.A1	Create exemplar lessons and collaborate with expert teachers on the intent of the Florida Standards.				\$0.00
3	G2.B2.S1.A1	Create and Establish College Board account for each student then link their PSAT Scores to Khan Academy.				\$0.00
					Total:	\$0.00