

Lake County Schools

Tavares High School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	60%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	B*	C

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Tavares High School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- 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 provides for relationship building through home base. Students are assigned the same home base teacher for their freshman through senior years at THS. This year, students will meet with their home base teacher once each month. The home base teachers will have data chats with their students to help them set educational goals and develop a growth mindset. Some of the activities students will engage in during home base will include, but not be limited to, reviewing progress and report cards with their teacher, behavior, anti-bullying lessons, discussions involving graduation and post-secondary requirements, and the registration procedures for the 2018-2019 school year. Additionally, classroom teachers will also build positive relationships with their students utilizing Capturing Kids' Hearts (CKH's) philosophies and strategies. During the 2016-2017 school year, twenty ninth and tenth grade teachers were trained in CKH's. THS plans to have additional teachers trained during the 2017-2017 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 takes a proactive approach to developing a safe environment. Faculty, administration and staff remain visible on campus at all times during the school day to monitor student interactions and to intervene before a situation escalates. Duty stations are assigned to supervise student movement before, during and after school. Students are encouraged to report any concerns they have to administration, a teacher or other staff member. Faculty and staff have been trained in Capturing Kids Hearts and building positive relationships with students is a priority. Anti-bullying lessons are an integral part of our home base lessons. Anti-drug lessons are taught in our HOPE classes. THS has a safety committee which has student representation meets once a month to discuss safety concerns.

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 set forth in the 2017-2018 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. Tuesday and Saturday detentions and In-school suspensions (ISS) are given for minor infractions; while, extended ISS and out-of-school suspensions are given for more serious behavior infractions. All of our stakeholders are aware of the discipline ladder protocols. THS faculty and staff also utilize CKH's strategies to build trusting relationships providing students with structured support that increases desired behaviors and reduces misbehaviors. Administration reviews discipline data on a quarterly basis to make informed decisions regarding the effectiveness of our school-wide behavior policies.

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 teacher for their freshman-senior years at THS. The home base teacher will help guide and mentor the students through their high school careers. All students have access to a guidance counselor on a daily basis. The guidance department schedules conferences with teachers, parents, and students. A social worker and school psychologist are assigned to assist the guidance counselors. THS utilizes EWS and MTSS to meet the needs of students. When students are moved from Tier 1 to a higher level of support within MTSS, grade level assistant principals and counselors work with the MTSS team to put interventions into place, monitor the effectiveness of the interventions, collect data and make revisions as necessary. This year, THS has built a thirty minutes block of time into the student day called Learning Opportunities. During Learning Opportunities students may attend student clubs, class meetings, sports meetings, receive academic help, work on-line, visit the media center or talk to counselors.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 weekly to review data trends. During these meetings, credit checks, attendance, students with low GPA's, at-risk students and disciplinary issues are discussed. Skyward and Decision Ed data is analyzed. The Attendance Committee reviews attendance data on a monthly basis. Attendance plans are put into place for students with attendance issues during meetings held between guidance counselors and parents. Students who are failing classes, have a low GPA, have intensive reading or intensive math classes are assigned to attend Learning Opportunity 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 Learning Opportunity assignments are addressed on an individual bases for increased academic support. The MTSS Team meets monthly to review students success and evaluate data to determine if a student needs more support and should be elevated to the next MTSS Tier. Discipline data and suspensions are discussed in administration meetings. Behavioral plans are used for students who need additional supports.

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	53	59	61	51	224
One or more suspensions	0	0	0	0	0	0	0	0	0	7	6	2	0	15
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	48	57	58	11	174
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	114	108	0	0	222

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	0	0	0	0	0

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

At THS, the MTSS Team meets monthly to discuss related data. The Team consists of an administrator, a guidance counselor, classroom teacher, literacy coach, social worker and graduation coach. Interventions, such as, Kahn Academy, Achieve, Algebra Nation, Sylvan ACT Prep, ELL Reading and Intensive Math, are decided based on student needs and the team's consensus. ALEK and IXL are additional math interventions under consideration. The team member responsible for monitoring the intervention also charts the student's progress, noting trends and presents data for review.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

At THS, 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 an annual Family Night where dinner is served and we have the opportunity to review requirements for high school graduation and provide information to the parents on how they might become more involved in their child's education. Information is communicated to parents through the THS website, school messenger, the school marquee 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), Academic Boosters, Athletic Boosters, and Band Boosters. For the parents of our ELL population, we have a bilingual counselor who works with the parents to set up the student's schedule, provide academic guidance

and answer any questions through out the year. We invite parents to a school wide orientation at the beginning of each school year to meet their child's teachers and to share information.

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 THS, community members are invited to student activities that include, but are not limited to, sports, band, chorus, and club events. Through student fund raisers the community helps support student activities. Parents and community members are involved in the Athletic Boosters, Band Boosters, and Academic Boosters. Our Academic Boosters provide a Breakfast at the end of the first semester to reward students who have a cumulative 3.0 GPA and an Academic Honors Night at the end of the year to recognize students who have a cumulative 3.5 GPA. Members of the community have the opportunity to be members of the School Advisory Committee (SAC). We invite parents and community members to a family dinner in November. We have developed a partnership with the Tavares City Council to implement a Mayor's Youth Council that allows students from THS to work with the Council members in areas of specific interest. Information for events that are coming up are communicated through the THS website, digital signs, school messenger, and peachjar.com. THS has an active volunteer program.

C. Effective Leadership

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 information is disseminated to the faculty and professional learning occurs. Dr. Boyd schedules department chair meetings once a month to collaborate on curriculum issues and get input on areas of concern. 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, Neil Hall, Bryan Glass and Steve Clemons are the assistant principals at THS. Dianne Dwyer is responsible for the following: Morning cafeteria supervision, afternoon parent pick-up, 12th grade discipline and attendance, student lockers, assessment of the food service staff, assessment of 1/4 of instructional staff, School Improvement Plan, School Advisory Council, accreditation contact, sending out messages via school messenger, assisting with the development of the master schedule, curriculum

contact, 12th grade MTSS/RTI, and supervises the guidance department. Neil Hall is responsible for the following: morning courtyard supervision, afternoon bus loop supervision, band boosters liaison, Saturday School coordinator, safety, facilities, activities calendar, 9th grade discipline and attendance, keys, school inventory, assessment of 1/4 of instructional staff, assessment of the custodians, duty rosters and 9th grade MTSS. Bryan Glass is responsible for the following: supervising the student parking lot, athletic boosters liaison, 11th grade discipline and attendance, digital signs, student parking and passes, assessment 1/4 instructional staff, assessing clerical staff, monies owed list, field trips, TQR contact, and volunteer tracking. Steve Clemons responsible for the following: Morning and afternoon supervision, AVID administrator, textbooks, Health/Wellness coordinator, fund raisers, food pantry, assessment of 1/4 instructional staff and assessment of the 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 meets with the District Allocation Committee to go over the allocations. After the students' request for classes for the up coming year are completed, a master schedule is developed, students are scheduled 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, 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 to ensure that resources are being aligned for the highest impact. The principal also receives advise from the SAC on the school's budgets.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Teacher
Laura Chandler	Parent
Anne-Marie Clark	Parent
Bonnie Hart	Parent
Tim Morris	Business/Community
Lisa Vintilla	Parent
Bonnie Watkins	Teacher
Cathy Zanhurak	Parent
Teresa Burney	Parent
Sharon Couture	Parent
Diane Long	Teacher
Anna Martinez	Parent
Janice Boyd	Principal
Tracy Berry	Parent
Michele Gotfraind	Parent
Kipp Gotfraind	Parent
Monica Janes	Parent
Thurman Baker	Parent
Ian Long	Student
Alex Dopico	Teacher
Melissa Beneche	Teacher
Kristen Sears	Parent
	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The principal keeps the SAC up to date on the SIP, school activities, and other school related information though out 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

The SAC is encouraged to provide input in the development of the SIP. 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. In preparation for building the budget, the principal discusses the needs of the school with the SAC prior to the end of each school year. The SAC budget, Collaborative Budget and SAC Budget are all brought before the SAC for input and approval by the second SAC meeting of the year.

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 to 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 also offer EOC retakes in the summer for those students who did not pass their first EOC. Collaboration funds are used to provide collaboration days for Alg1, Geometry, Biology, English and Social Studies teachers on a monthly basis. Collaboration, SAI and LIFT monies can be used to fund a writing teams to work on learning activities for our students in home base. SAI dollars are used to fund AVID tutors and classroom supplies and materials. During the 2016-2017 school year, the SAC budgeted and approved the purchase of \$493.43 for drying racks for the science department, \$1,346.30 for graphing boards and marker and erasers for the math department, \$1,098.50 for laptop batteries for a total of \$2,938.23. for The SAC funding amount for school year 2017-2018 school year is \$2098.54, The SAI Budget is \$16,258.00. The Collaborative Budget is \$6,640.00

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
Dwyer, Dianne	Assistant Principal
Dewberry, Deborah	Teacher, K-12
O'Connor, Tonya	Teacher, K-12
Smith, Kathryn	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 strategies to improve understanding of non-fiction texts. Professional development on rigorous non-

fiction text 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 and Sylvan ACT Prep. Mrs. Lester, the literacy coach, will be a lead part of the MTSS Team. The reading teachers will provide data as the Tier 2 intervention in the MTSS process.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 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 to 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/LCS InductionProgram. 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 planning periods for collaboration. PLC's have been established for this purpose. The department chair is the facilitator of the PLC and an assistant principal attends the PLC's.. During this time, teachers review and collaborate their instructional content and materials to ensure alignment to the State Standards. Lesson plans are developed using the District's curriculum blue prints. Tavares High School, Mt. Dora High School, Eustis High School and Umatilla High School have formed a consortium for Algebra I and Geometry to review and ensure that content and materials are aligned to the full intent of the Standards. Biology and English 1 & 2 collaborate on campus to review and ensure that content and materials are aligned to the full intent of the Standards. Administration provides PD on identifying and understanding Florida Standards expectations and how to increase rigor in the classroom.

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 to provide opportunities for obtaining a concordant score. All level 1 and most level 2 readers are in an intensive reading class and with a Reading Endorsed teacher. All seniors who have not passed the FSA ELA are in a reading classes focused on the Sylvan ACT prep program. The juniors who haven't passed the FSA ELA are in a reading class designed to help them pass the ACT. Many of our seniors who are danger of not graduating have been scheduled into a peer counseling class where an individualized plan is developed to help them meet their graduation requirements. The teacher of this class monitors grades weekly and assesses each student's progression. Students meet monthly with a "Home Base" teacher who is responsible for monitoring grades, attendance, and behavior. Students who need to recover credits or improve their GPA are also placed in the Virtual lab for credit recovery. Students may get extra tutoring from their teachers during Learning Opportunities. We offer several AP classes and have applied for AP Capstone. Our students have the opportunity to participate in off-site dual enrollment. CTE industry certification classes are available for students. It is the vision of THS that every student graduates with either an industry certification or college credits.

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: Summer Program

Minutes added to school year: 4,050

All struggling students in algebra I, geometry, and biology classes, as well as, any other student who falls behind in his/her graduation requirements and is at risk of not graduating with the correct cohort. Computer-based supplemental activities and intensive classes will meet during the summer. Tutoring for credit recovery will be offered during Learning Opportunities, as a virtual class, in the peer counseling class and the summer. e2020 credit recovery sessions will occur periodically throughout the school year and will end June 28, 2018. Learning Opportunities tutoring is also available during the school day on Monday, Tuesday, Thursday and Friday throughout the school year to provide extra support for struggling students.

Strategy Rationale

Many struggling students fall behind in their classes and fail. By creating a 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 guidance department chair and an administrator visit the middle school for an overview of graduation course requirements and high school offerings and expectations. THS offers a transition night for 8th grade students and parents to visit the campus and learn about academic requirements and high school life. A separate Transition Night is also set up for incoming freshmen athletes to discuss academic requirements for college bound athletes and high school FHSAA and academic requirements for their high school career. 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, 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 home base program, topics related to college and careers are presented. The THS Course Code Directory is posted on the school's website so that parents and students may access it in planning for classes. 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 and their parents 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 Into to Information tech. 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. Throughout the school year colleges, universities, and vocational schools visit THS to give students information on their schools. THS gives the PSAT to all 9th, 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. We have applied for AP Capstone and implemented increased industry certification classes as a means to meet the needs of accelerated 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, legal administration, culinary arts, DCT and game simulation animation programming. Students may obtain industry certification(s) in Agritechnology, CMAA, ServSafe, CIW, MOS, and CNA. All students are encouraged to participate in at least one Career and Technical Track for certification and completion of this track during their high school career. 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 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.

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 offered in Language Arts, Math, Science and Social Studies. The following AP classes are offered at THS: Language Arts, Literature, Stats, Calculus, Environmental Science, US History, Government, World History, Art and Human Geography. Students are encouraged to take the ACT, PSAT and SAT. The PERT is given at THS, as well as, Lake Sumter State College. During Homebase, postsecondary readiness is discussed. All core curriculum classes are aligned with the Florida State Standards. AVID classes are available to students who may be first generation college students. Additionally, AVID strategies, such as Cornell Notes and interactive notebooks, are used school-wide. A virtual lab has been added to assist students with grade recovery, online requirements and taking other courses that are not offered on site. College nights are held at Lake Sumter State College for students to talk with 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 follow for the course of the year.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

Tavares High exhibits a strength in preparing students for the Biology EOC. We have had an increase in the percentage of student passing the US History EOC. We believe this is directly related to teacher collaboration to increase classroom rigor and address the standards more specifically. One weakness is gaps in mathematical skill mastery among our student population. Students struggling in math have been encouraged to attend LO for math tutorials. A summer class, "Math for College Success", was provided to students in an extra effort to decrease the learning gap. Another weakness we have identified is an achievement gap among our African American males. We are addressing the achievement gap among our African American males through behavior plans and increased opportunities to attend LO for tutoring.

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.

One reason for the mathematical gaps is a lack of a constant teacher during a time frame that students were rising through middle and high school math classes. Another reason for learning gaps is frustration that develops over time in struggling students. To accommodate struggling math students, we are offering intensive classes and doubling math curriculum classes for support. We are providing extra support through online sources such as IXL, Khan Academy and ALEK programs.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** With the highest expectations, teachers at Tavares High will provide and monitor interventions and acceleration to students in order to provide scaffolds and tiered instruction that meets the educational needs of all students.
- G2.** With the highest expectations, teachers will understand, plan and deliver standards based instruction.
- G3.** With high expectations, teachers will develop a positive school wide culture and implement an attendance policy to increase the percentage of days students are present.

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 the highest expectations, teachers at Tavares High will provide and monitor interventions and acceleration to students in order to provide scaffolds and tiered instruction that meets the educational needs of all students. 1a

G097932

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	90.0
CTE Industry Certification Exam Passing Rate	60.0
ELA/Reading Gains	50.0
High School Acceleration	90.0
ELA/Reading Lowest 25% Gains	50.0
Bio I EOC Pass	80.0
U.S. History EOC Pass	75.0
Geometry EOC Pass Rate	50.0

Targeted Barriers to Achieving the Goal 3

- Students lack the reading proficiency to pass several FSA assessments.

Resources Available to Help Reduce or Eliminate the Barriers 2

- administrators, graduation coach, literacy coach, reading teacher, intensive math teacher, content area teachers, CTE/AP teachers

Plan to Monitor Progress Toward G1. 8

FSA, Achieve 3000, Fair, Kahn Academy, ACT and SAT data will be collected and analyzed to determine student success.

Person Responsible

Carolyn Lester

Schedule


Monthly, from 9/18/2017 to 5/4/2018

Evidence of Completion

1. Data from Achieve 3000 2. Fair 3. Kahn Academy 4. Algebra Nation 5. ACT/ SAT 6. FSA

G2. With the highest expectations, teachers will understand, plan and deliver standards based instruction.

1a

 G097933

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
Algebra I EOC Pass Rate	50.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent use of best practices for standards based instruction.

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

Leadership will collect and analyze data from Khan Academy, Achieve 3000, and common teacher-made assessments.

Person Responsible

Dianne Dwyer

Schedule

Monthly, from 9/18/2017 to 4/27/2018

Evidence of Completion

Common teacher-made assessments data, FSA data, PSAT/SAT data, Report card grades, Student work products

G3. With high expectations, teachers will develop a positive school wide culture and implement an attendance policy to increase the percentage of days students are present. 1a

G097934

Targets Supported 1b

Indicator	Annual Target
Attendance rate	93.5
Attendance Below 90%	6.5
Truancy Rate	6.5

Targeted Barriers to Achieving the Goal 3

- Students' feel disconnected from school

Resources Available to Help Reduce or Eliminate the Barriers 2

- Collaboration and creation of attendance committee, positive incentives for attendance, employability grade, ISS to reduce OSS days, Learning Opportunities for tutoring, consistent home base teacher and meeting to develop relationships utilizing Capturing Kids Hearts strategies, increased parent communications and encouraging students.

Plan to Monitor Progress Toward G3. 8

Data from Skyward will show an increase in attendance.

Person Responsible

Dianne Dwyer

Schedule

Monthly, from 10/16/2017 to 5/4/2018

Evidence of Completion

Skyward attendance

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

 = Problem Solving Step  S123456 = Quick Key

G1. With the highest expectations, teachers at Tavares High will provide and monitor interventions and acceleration to students in order to provide scaffolds and tiered instruction that meets the educational needs of all students. 1

G097932

G1.B1 Students lack the reading proficiency to pass several FSA assessments. 2

B263303

G1.B1.S1 Establish a system for implementing and monitoring quality reading interventions. 4

S278856

Strategy Rationale

If a system for implementing and monitoring quality reading interventions is established, students will increase their performance on statewide assessments.

Action Step 1 5

Establish a problem solving team and develop a schedule to review universal data for the purpose of identifying students in need of supplemental and intensive support in reading.

Person Responsible

Dianne Dwyer

Schedule

Monthly, from 9/18/2017 to 5/4/2018

Evidence of Completion

List of PST members, Meeting schedule, List of students in need of supplemental and intensive reading support

Action Step 2 5

The PST will match students with evidenced-based interventions aligned with their identified needs.

Person Responsible

Dianne Dwyer

Schedule

Monthly, from 9/18/2017 to 5/4/2018

Evidence of Completion

PST Subcommittee agenda, Established Intervention Documentation Workbooks for each intervention group

Action Step 3 5

Professional development will be provided to Intensive Reading teachers regarding tools and resources for reading intervention and documentation.

Person Responsible

Dianne Dwyer

Schedule

Monthly, from 9/18/2017 to 5/4/2018

Evidence of Completion

TNL sign in sheets, PowerPoint

Action Step 4 5

Develop a schedule for the PST to review student response to intervention data.

Person Responsible

Dianne Dwyer

Schedule

Monthly, from 9/18/2017 to 5/4/2018

Evidence of Completion

Schedule for reviewing Rtl in reading, completed student Rtl worksheets, Intervention Documentation Workbook

Action Step 5 5

Develop a schedule for after-school tutoring and/or summer remediation using e2020 Credit Recovery to help prevent struggling students from being retained; thereby, helping them graduate with their cohort.

Person Responsible

Carl Hall

Schedule

Biweekly, from 11/6/2017 to 7/31/2018

Evidence of Completion

Student sign-in sheets, Teacher sign-in sheets, Retention records, Graduation rates

Action Step 6 5

Develop a schedule for tutors to provide support within the AVID classes so that more students will be successful in honors and AP classes.

Person Responsible

Dianne Dwyer

Schedule

Biweekly, from 10/23/2017 to 5/11/2018

Evidence of Completion

Schedule for AVID Tutors, Tutor sign-in records,

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

Develop and utilize an administrative schedule of to insure that an administrator attends and supports PST meetings and professional development to ensure fidelity.

Person Responsible

Dianne Dwyer

Schedule

Monthly, from 9/18/2017 to 5/4/2018

Evidence of Completion

PST Schedule, Sign in sheets, Meeting minutes, CWT data

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

The PST will review universal and intervention data related to reading proficiency.

Person Responsible

Dianne Dwyer


Schedule

Monthly, from 9/18/2017 to 5/4/2018

Evidence of Completion

Analysis of data including FAIR, Kahn Academy, Sylvan ACT Prep, LSA and FSA

G2. With the highest expectations, teachers will understand, plan and deliver standards based instruction. 1

 G097933

G2.B1 Inconsistent use of best practices for standards based instruction. 2

 B263305

G2.B1.S1 Establish a system of collaboration to increase teachers' ability to align lessons to the full intent of the Florida Standards. 4

 S278857

Strategy Rationale

If we establish a system of content specific collaboration, then the teachers' ability to deliver standards based instruction will be improved.

Action Step 1 5

Develop and implement a master schedule that allows for PLC's during a common planning time for content specific teachers.

Person Responsible

Dianne Dwyer

Schedule

Weekly, from 7/10/2017 to 5/24/2018

Evidence of Completion

Master Schedule, PLC sign-in sheets, Lesson plans

Action Step 2 5

Professional development will be provided to content area teachers regarding how to breakdown standards and align instruction to the full intent of the standard.

Person Responsible

Dianne Dwyer

Schedule

Monthly, from 3/1/2017 to 4/4/2018

Evidence of Completion

Faculty meeting agendas, PowerPoint, Sign in sheets

Action Step 3 5

Develop a schedule for extended teacher collaboration both within the school and within a consortia of schools to facilitate the sharing of best practices and the development of appropriately rigorous lessons that are aligned to the full intent of the Florida Standards.

Person Responsible

Janice Boyd

Schedule

Quarterly, from 6/5/2017 to 6/29/2018

Evidence of Completion

Schedule of collaboration meetings, Lesson plans, Work products, TNL registration, Consortia agendas

Action Step 4 5

Create a schedule for summer teacher writing teams to develop lessons and common assessments that are aligned to the full intent of the Florida Standards and to facilitate the sharing of best practices.

Person Responsible

Dianne Dwyer

Schedule

On 6/29/2018

Evidence of Completion

Sign-in Sheets, Lesson Plans, Common Assessments

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

Develop and utilize an administrative schedule to ensure that an administrator attends and supports PLC's and professional development to ensure fidelity.

Person Responsible

Dianne Dwyer

Schedule

Weekly, from 8/17/2017 to 4/26/2018

Evidence of Completion

PLC sign-in sheets, Collaboration schedule, CWT data

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

Leadership will conduct Learning Walks to measure the impact of collaboration on the delivery of instruction aligned to the full intent of the Florida Standards and review trends at leadership team meetings.

Person Responsible

Dianne Dwyer

Schedule

Monthly, from 8/17/2017 to 4/26/2018

Evidence of Completion

Learning Walk data, Lesson plans, Student work products

G3. With high expectations, teachers will develop a positive school wide culture and implement an attendance policy to increase the percentage of days students are present. **1**

 G097934

G3.B1 Students' feel disconnected from school **2**

 B263308

G3.B1.S1 Establish a system for developing and monitoring a program to improve school culture. **4**

 S278860

Strategy Rationale

If we develop and monitor a program to improve school culture, then student attendance percentages will increase.

Action Step 1 **5**

Establish an attendance committee and develop a schedule to review attendance data for the purpose of identifying students with excessive absences (more than 10% of school).

Person Responsible

Dianne Dwyer

Schedule

Monthly, from 9/28/2017 to 5/4/2018

Evidence of Completion

List of Attendance Committee members, Meeting Schedule, List of students in need of interventions/support in the area of attendance

Action Step 2 **5**

The Attendance Committee will develop and implement Attendance Intervention Flow Chart to clearly communicate processes to all stakeholders.

Person Responsible

Dianne Dwyer

Schedule

Monthly, from 10/16/2017 to 5/4/2018

Evidence of Completion

Attendance Committee agenda, Attendance Intervention Flow Chart

Action Step 3 5

The Attendance Committee will develop and implement an attendance incentive program.

Person Responsible

Dianne Dwyer

Schedule

Monthly, from 10/16/2017 to 5/4/2018

Evidence of Completion

Attendance Subcommittee agenda, Attendance Incentive protocols

Action Step 4 5

Professional development will be provided to teachers regarding school culture and building positive relationships with students

Person Responsible

Dianne Dwyer

Schedule

Annually, from 5/22/2017 to 5/22/2018

Evidence of Completion

TNL sign in sheets, Capturing Kids' Hearts agendas, PowerPoint

Action Step 5 5

Develop a schedule for the Attendance Committee to review attendance data and the students' response to the interventions and next steps.

Person Responsible

Dianne Dwyer

Schedule

Quarterly, from 10/16/2017 to 5/22/2018

Evidence of Completion

Schedule for reviewing student Rtl in attendance, Completed Student Rtl Worksheets with the Intervention Documentation Workbooks

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

Develop and utilize an administrative schedule to ensure that an administrator attends and supports Attendance Committee meetings and Capturing Kids' Hearts professional development to ensure fidelity.

Person Responsible

Dianne Dwyer

Schedule

Monthly, from 9/28/2017 to 5/4/2018

Evidence of Completion

Administrative schedule, Sign in sheets, Meeting minutes, Attendance data

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

Administration and the Attendance Committee will review attendance data to measure the impact of the Capturing Kids' Hearts strategies on improving positive school culture and increasing student attendance.

Person Responsible

Dianne Dwyer

Schedule

Monthly, from 10/16/2017 to 5/4/2018







Evidence of Completion

Skyward attendance reports, Learning Walk data, District EWS data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B1.S1.A2 A375724	Professional development will be provided to content area teachers regarding how to breakdown...	Dwyer, Dianne	3/1/2017	Faculty meeting agendas, PowerPoint, Sign in sheets	4/4/2018 monthly
G2.B1.S1.MA1 M406088	Leadership will conduct Learning Walks to measure the impact of collaboration on the delivery of...	Dwyer, Dianne	8/17/2017	Learning Walk data, Lesson plans, Student work products	4/26/2018 monthly
G2.B1.S1.MA1 M406089	Develop and utilize an administrative schedule to ensure that an administrator attends and supports...	Dwyer, Dianne	8/17/2017	PLC sign-in sheets, Collaboration schedule, CWT data	4/26/2018 weekly
G2.MA1 M406094	Leadership will collect and analyze data from Khan Academy, Achieve 3000, and common teacher-made...	Dwyer, Dianne	9/18/2017	Common teacher-made assessments data, FSA data, PSAT/SAT data, Report card grades, Student work products	4/27/2018 monthly
G1.MA1 M406087	FSA, Achieve 3000, Fair, Kahn Academy, ACT and SAT data will be collected and analyzed to determine...	Lester, Carolyn	9/18/2017	1. Data from Achieve 3000 2. Fair 3. Kahn Academy 4. Algebra Nation 5. ACT/ SAT 6. FSA	5/4/2018 monthly
G3.MA1 M406099	Data from Skyward will show an increase in attendance.	Dwyer, Dianne	10/16/2017	Skyward attendance	5/4/2018 monthly
G1.B1.S1.MA1 M406085	The PST will review universal and intervention data related to reading proficiency.	Dwyer, Dianne	9/18/2017	Analysis of data including FAIR, Kahn Academy, Sylvan ACT Prep, LSA and FSA	5/4/2018 monthly
G1.B1.S1.MA1 M406086	Develop and utilize an administrative schedule of to insure that an administrator attends and...	Dwyer, Dianne	9/18/2017	PST Schedule, Sign in sheets, Meeting minutes, CWT data	5/4/2018 monthly
G1.B1.S1.A1 A375717	Establish a problem solving team and develop a schedule to review universal data for the purpose of...	Dwyer, Dianne	9/18/2017	List of PST members, Meeting schedule, List of students in need of supplemental and intensive reading support	5/4/2018 monthly
G1.B1.S1.A2 A375718	The PST will match students with evidenced-based interventions aligned with their identified needs.	Dwyer, Dianne	9/18/2017	PST Subcommittee agenda, Established Intervention Documentation Workbooks for each intervention group	5/4/2018 monthly
G1.B1.S1.A3 A375719	Professional development will be provided to Intensive Reading teachers regarding tools and...	Dwyer, Dianne	9/18/2017	TNL sign in sheets, PowerPoint	5/4/2018 monthly
G1.B1.S1.A4 A375720	Develop a schedule for the PST to review student response to intervention data.	Dwyer, Dianne	9/18/2017	Schedule for reviewing Rtl in reading, completed student Rtl worksheets, Intervention Documentation Workbook	5/4/2018 monthly
G3.B1.S1.MA1 M406095	Administration and the Attendance Committee will review attendance data to measure the impact of...	Dwyer, Dianne	10/16/2017	Skyward attendance reports, Learning Walk data, District EWS data	5/4/2018 monthly
G3.B1.S1.MA1 M406096	Develop and utilize an administrative schedule to ensure that an administrator attends and supports...	Dwyer, Dianne	9/28/2017	Administrative schedule, Sign in sheets, Meeting minutes, Attendance data	5/4/2018 monthly
G3.B1.S1.A1 A375729	Establish an attendance committee and develop a schedule to review attendance data for the purpose...	Dwyer, Dianne	9/28/2017	List of Attendance Committee members, Meeting Schedule, List of students in need of interventions/support in the area of attendance	5/4/2018 monthly
G3.B1.S1.A2 A375730	The Attendance Committee will develop and implement Attendance Intervention Flow Chart to clearly...	Dwyer, Dianne	10/16/2017	Attendance Committee agenda, Attendance Intervention Flow Chart	5/4/2018 monthly
G3.B1.S1.A3 A375731	The Attendance Committee will develop and implement an attendance incentive program.	Dwyer, Dianne	10/16/2017	Attendance Subcommittee agenda, Attendance Incentive protocols	5/4/2018 monthly
G1.B1.S1.A6 A375722	Develop a schedule for tutors to provide support within the AVID classes so that more students...	Dwyer, Dianne	10/23/2017	Schedule for AVID Tutors, Tutor sign-in records,	5/11/2018 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A4  A375732	Professional development will be provided to teachers regarding school culture and building...	Dwyer, Dianne	5/22/2017	TNL sign in sheets, Capturing Kids' Hearts agendas, PowerPoint	5/22/2018 annually
G3.B1.S1.A5  A375733	Develop a schedule for the Attendance Committee to review attendance data and the students'...	Dwyer, Dianne	10/16/2017	Schedule for reviewing student Rtl in attendance, Completed Student Rtl Worksheets with the Intervention Documentation Workbooks	5/22/2018 quarterly
G2.B1.S1.A1  A375723	Develop and implement a master schedule that allows for PLC's during a common planning time for...	Dwyer, Dianne	7/10/2017	Master Schedule, PLC sign-in sheets, Lesson plans	5/24/2018 weekly
G2.B1.S1.A3  A375725	Develop a schedule for extended teacher collaboration both within the school and within a consortia...	Boyd, Janice	6/5/2017	Schedule of collaboration meetings, Lesson plans, Work products, TNL registration, Consortia agendas	6/29/2018 quarterly
G2.B1.S1.A4  A375726	Create a schedule for summer teacher writing teams to develop lessons and common assessments that...	Dwyer, Dianne	6/1/2018	Sign-in Sheets, Lesson Plans, Common Assessments	6/29/2018 one-time
G1.B1.S1.A5  A375721	Develop a schedule for after-school tutoring and/or summer remediation using e2020 Credit Recovery...	Hall, Carl	11/6/2017	Student sign-in sheets, Teacher sign-in sheets, Retention records, Graduation rates	7/31/2018 biweekly

V. Professional Development Opportunities

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

G1. With the highest expectations, teachers at Tavares High will provide and monitor interventions and acceleration to students in order to provide scaffolds and tiered instruction that meets the educational needs of all students.

G1.B1 Students lack the reading proficiency to pass several FSA assessments.

G1.B1.S1 Establish a system for implementing and monitoring quality reading interventions.

PD Opportunity 1

Professional development will be provided to Intensive Reading teachers regarding tools and resources for reading intervention and documentation.

Facilitator

Dianne Dwyer

Participants

Intensive Reading Teachers

Schedule

Monthly, from 9/18/2017 to 5/4/2018

G2. With the highest expectations, teachers will understand, plan and deliver standards based instruction.

G2.B1 Inconsistent use of best practices for standards based instruction.

G2.B1.S1 Establish a system of collaboration to increase teachers' ability to align lessons to the full intent of the Florida Standards.

PD Opportunity 1

Professional development will be provided to content area teachers regarding how to breakdown standards and align instruction to the full intent of the standard.

Facilitator

Administration and Literacy Coach

Participants

All teachers and administrators

Schedule

Monthly, from 3/1/2017 to 4/4/2018

PD Opportunity 2

Develop a schedule for extended teacher collaboration both within the school and within a consortia of schools to facilitate the sharing of best practices and the development of appropriately rigorous lessons that are aligned to the full intent of the Florida Standards.

Facilitator

Dwyer,Dianne (dwyerd@lake.k12.fl.us) , Lester, Carolyn (lesterc@lake.k12.fl.us) Department Chairs

Participants

All ELA teachers, Science teachers, Math teachers, and Social Studies teachers

Schedule

Quarterly, from 6/5/2017 to 6/29/2018

G3. With high expectations, teachers will develop a positive school wide culture and implement an attendance policy to increase the percentage of days students are present.

G3.B1 Students' feel disconnected from school

G3.B1.S1 Establish a system for developing and monitoring a program to improve school culture.

PD Opportunity 1

Professional development will be provided to teachers regarding school culture and building positive relationships with students

Facilitator

Capturing Kids' Hearts

Participants

Select Teachers and Administrators

Schedule

Annually, from 5/22/2017 to 5/22/2018

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	Establish a problem solving team and develop a schedule to review universal data for the purpose of identifying students in need of supplemental and intensive support in reading.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0211 - Tavares High School	School Improvement Funds		\$0.00
			Notes: SAI Funds, Project # 14012			
	5100	590-Other Materials and Supplies	0211 - Tavares High School	School Improvement Funds		\$0.00
			Notes: SAI Funds, Project # 14012, Instructional material			
2	G1.B1.S1.A2	The PST will match students with evidenced-based interventions aligned with their identified needs.				\$0.00
3	G1.B1.S1.A3	Professional development will be provided to Intensive Reading teachers regarding tools and resources for reading intervention and documentation.				\$0.00
4	G1.B1.S1.A4	Develop a schedule for the PST to review student response to intervention data.				\$0.00
5	G1.B1.S1.A5	Develop a schedule for after-school tutoring and/or summer remediation using e2020 Credit Recovery to help prevent struggling students from being retained; thereby, helping them graduate with their cohort.				\$0.00
6	G1.B1.S1.A6	Develop a schedule for tutors to provide support within the AVID classes so that more students will be successful in honors and AP classes.				\$0.00
7	G2.B1.S1.A1	Develop and implement a master schedule that allows for PLC's during a common planning time for content specific teachers.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	2110	120-Classroom Teachers	0211 - Tavares High School	Other		\$0.00
			Notes: Collaborative Time Funds, Project # 65003			
8	G2.B1.S1.A2	Professional development will be provided to content area teachers regarding how to breakdown standards and align instruction to the full intent of the standard.				\$0.00
9	G2.B1.S1.A3	Develop a schedule for extended teacher collaboration both within the school and within a consortia of schools to facilitate the sharing of best practices and the development of appropriately rigorous lessons that are aligned to the full intent of the Florida Standards.				\$0.00

10	G2.B1.S1.A4	Create a schedule for summer teacher writing teams to develop lessons and common assessments that are aligned to the full intent of the Florida Standards and to facilitate the sharing of best practices.				\$0.00
11	G3.B1.S1.A1	Establish an attendance committee and develop a schedule to review attendance data for the purpose of identifying students with excessive absences (more than 10% of school).				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1112	239-Other	0211 - Tavares High School	General Fund		\$0.00
			Notes: Incentives for perfect attendance			
12	G3.B1.S1.A2	The Attendance Committee will develop and implement Attendance Intervention Flow Chart to clearly communicate processes to all stakeholders.				\$0.00
13	G3.B1.S1.A3	The Attendance Committee will develop and implement an attendance incentive program.				\$0.00
14	G3.B1.S1.A4	Professional development will be provided to teachers regarding school culture and building positive relationships with students				\$0.00
15	G3.B1.S1.A5	Develop a schedule for the Attendance Committee to review attendance data and the students' response to the interventions and next steps.				\$0.00
Total:						\$0.00