2013-2014 SCHOOL IMPROVEMENT PLAN

Mt. Dora High School
700 N HIGHLAND ST
Mount Dora, FL 32757
352-383-2177
http://lake.k12.fl.us/mdh

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
High School	No	48%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	37%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	B	B	D

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Mt. Dora High School

Principal
Pam Chateauneuf

School Advisory Council chair
Michelle Scott

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

Name	Title
Herman Durias	Assistant Principal
Natalie Shaffer	Assistant Principal
Marlene Straughan	Assistant Principal

District-Level Information

District
Lake

Superintendent
Dr. Susan Moxley

Date of school board approval of SIP
12/16/2013

School Advisory Council (SAC)

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

Membership of the SAC

Pam Chateauneuf, Principal
Michelle Scott, Chair (parent)
Dee Dailey-Griffin, Teacher
Carol Hass, Teacher
Collin Olson, Teacher
Andrea Holt, Teacher and Parent
Lizz Schlotter, Teacher
Ariel Betancourt, Teacher
Marilyn Orr, Secretary (teacher)
Kyisha Savary, Guidance Counselor
Betty Weinrich, Teacher
Yannick Innis, Teacher
Kathy Relford, Non-Instructional
John McGibbon, Non-Instructional
Kiley Caggiano, Student

Kaitlyn Martinez, Student
Kristina Rice, Community/Business Leader
Christine Newton, Community/Business Leader
Lucio Bohoroque, Parent
Chris Santos, Parent
Marcy Fuller, Parent
Robert Durant, Parent
Grace Outler, Parent
Gail Romaine, Parent
Cathy Livingston, Parent
Laurel Ronald, Parent
Michelle Dotto, Parent
Robin Walker, Parent
Lisa Lau Gonzalez, Parent
Hollie Wiggins, Parent
Don Hyland, Parent
Memberships consists of: 83% White; 13% Black; 13% Hispanic; and 3% Asian; 13 are LCSB employees and 17 are non-LCSB employees; 3 members are high, 24 are medium and 4 are low economic status

Involvement of the SAC in the development of the SIP

The SAC members during meetings and/or through emails are given the opportunity to provide input into the SIP.

Activities of the SAC for the upcoming school year

SAC will continue to review school data and provide input into improving school initiatives on a monthly basis. SAC will be present at Canes Expo/Open House and Orientation to promote increased parent involvement.

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

The District does not provide the schools with school improvement funds for SAC. The remaining balance will be used for the school website and teacher grants.

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

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

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

Administrators

of administrators
4

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Pam Chateauneuf		
Principal	Years as Administrator: 12	Years at Current School: 5

Credentials	Masters Degree-Educational Leadership Bachelor of Science-Psychology Florida Professional Certificate-ESOL Endorsement; Psychology; School Principal; Varying Exceptionalities
Performance Record	Mount Dora High School (2012-2013): School Grade TBA; FCAT percent meeting high standards: Reading-55%; Math-71%; Writing-50%; Science-69% FCAT percent making learning gains: Reading-62%; Math-82%; LQ Reading-59%; LQ Math-79% Mount Dora High School (2011-2012): School Grade B; Percent of Criteria met: N/A FCAT percent meeting high standards: Reading-51%; Math-68%; Writing-72% FCAT percent making learning gains: Reading-60%; Math-54%; LQ Reading-59%; LQ Math-48% Mount Dora High School (2010-2011): School Grade D; Percent of Criteria met: 82% FCAT percent meeting high standards: Reading-50%; Math-77%; Writing-85%; Science-37% FCAT percent making learning gains: Reading-54%; Math-75%; LQ Reading-44%; LQ Math-49% Mount Dora High School (2009-2010): School Grade B; Percent of Criteria met: 87% FCAT percent meeting high standards: Reading-50%; Math-76%; Writing-81%; Science-37% FCAT percent making learning gains: Reading-56%; Math-74%; LQ Reading-44%; LQ Math-47% Mount Dora High School (2008-2009): School Grade C; Percent of Criteria met: 79% FCAT percent meeting high standards: Reading-42%; Math-72%; Writing-69%; Science-43% FCAT percent making learning gains: Reading-46%; Math-71%; LQ Reading-38%; LQ Math-55% East Ridge High School (2007-2008): School Grade B; Percent of Criteria met: 72% FCAT percent meting high standards: Reading-48%; Math-76%; Writing-77%; Science-36% FCAT percent making learning gains: Reading-57%; Math-78%; LQ Reading-55%; LQ Math-72% East Ridge High School (2006-2007): School Grade D; Percent of Criteria met 69% FCAT percent meeting high standards: Reading-45%; Math 71%; Writing-83%; Science-38% FCAT percent making learning gains: Reading-52%; Math-71%; LQ Reading-44%; LQ Math-65% East Ridge High School (2005-2006): School Grade C; Percent of Criteria met 72%

FCAT percent meeting high standards: Reading-43%; Math-69%; Writing-81%

FCAT Percent making learning gains: Reading-49%; Math 68%; LQ Reading-46%

East Ridge High School (2004-2005): School Grade C; Percent of Criteria met 80%

FCAT Percent meeting high standards: Reading-39%; Math-68%; Writing-80%

FCAT percent making learning gains: Reading-53%; Math-73%; LQ Reading-60%

Marlene Straughan		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

Credentials	Masters Degree-Educational Leadership B.A. Degree-Criminal Justice Administration A.A. Degree-Criminal Justice A.S. Degree-Criminal Justice Technology Florida Professional Certificate -Physical Education K-12; Health K-12; ESE K-12; Social Science 6-12; English 5-9; English 6-12; Pre K/ Primary Education Pre K–3; Educational Leadership

Performance Record

Natalie Shaffer		
Asst Principal	Years as Administrator: 4	Years at Current School: 4

Credentials	Specialist Degree-Educational Leadership Masters Degree-Human Resources Bachelor of Science-Psychology Florida Professional Certificate-Ed Leadership; Mathematics (5-9)
Performance Record	Mount Dora High School (2012-2013): School Grade TBA; FCAT percent meeting high standards: Reading-55%; Math-71%; Writing-50%; Science-69% FCAT percent making learning gains: Reading-62%; Math-82%; LQ Reading-59%; LQ Math-79% Mount Dora High School (2011-2012): School Grade B; Percent of Criteria met: N/A FCAT percent meeting high standards: Reading-51%; Math-68%; Writing-72% FCAT percent making learning gains: Reading-60%; Math-54%; LQ Reading-59%; LQ Math-48% Mount Dora High School (2010-2011): School Grade D; Percent of Criteria met: 82% FCAT percent meeting high standards: Reading-50%; Math-77%; Writing-85%; Science-37% FCAT percent making learning gains: Reading-54%; Math-75%; LQ Reading-44%; LQ Math-49% Mount Dora High School (2009-2010): School Grade B; Percent of Criteria met: 87% FCAT percent meeting high standards: Reading-50%; Math-76%; Writing-81%; Science-37% FCAT percent making learning gains: Reading-56%; Math-74%; LQ Reading-44%; LQ Math-47%

Herman Durias		
Asst Principal	Years as Administrator: 15	Years at Current School: 4

Credentials	Masters Degree-Educational Leadership Bachelor of Science-Finance Florida Professional Certificate-Business Education (6-12); School Principal
Performance Record	Mount Dora High School (2012-2013): School Grade TBA; FCAT percent meeting high standards: Reading-55%; Math-71%; Writing-50%; Science-69% FCAT percent making learning gains: Reading-62%; Math-82%; LQ Reading-59%; LQ Math-79% Mount Dora High School (2011-2012): School Grade B; Percent of Criteria met: N/A FCAT percent meeting high standards: Reading-51%; Math-68%; Writing-72% FCAT percent making learning gains: Reading-60%; Math-54%; LQ Reading-59%; LQ Math-48% Mount Dora High School (2010-2011): School Grade D; Percent of Criteria met: 82% FCAT percent meeting high standards: Reading-50%; Math-77%; Writing-85%; Science-37% FCAT percent making learning gains: Reading-54%; Math-75%; LQ Reading-44%; LQ Math-49% Mount Dora High School (2009-2010): School Grade B; Percent of Criteria met: 87% FCAT percent meeting high standards: Reading-50%; Math-76%; Writing-81%; Science-37% FCAT percent making learning gains: Reading-56%; Math-74%; LQ Reading-44%; LQ Math-47% Leesburg High School (2008-2009): School Grade D; Percent of Criteria met: 72% FCAT percent meeting high standards Reading 40%; Math 72%; Writing 74%; Science 29% FCAT making learning gains: Reading 41% Writing 67% LQ Reading 42%; Math 58% Leesburg High School (2007-2008): School Grade D; Percent of Criteria met: 72% FCAT percent meeting high standards: Reading 39%; Math 73%; Writing 82%; Science 39% FCAT making learning gains Reading 48%; Writing 75%; LQ Reading 39%; Math 72% Leesburg High School (2006-2007): School Grade D; Percent of Criteria met: 74% FCAT percent meeting high standards Reading 40%; Math 66%; Writing 81%; Science38% FCAT making learning gains Reading; 49% Math 69%; LQ Reading 42%; Math 64%

Instructional Coaches

# of instructional coaches

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Andrea Holt		
Full-time / School-based	Years as Coach: 6	Years at Current School: 5

Areas	Reading/Literacy, Data, RtI/MTSS, Other
Credentials	Masters Degree-English Education Bachelor of Arts-English and Communication Florida Professional Certificate-ESOL (K-12); English (5-9); English (6-12); Reading Endorsement
Performance Record	Mount Dora High School (2012-2013): School Grade TBA; FCAT percent meeting high standards: Reading-55%; Math-71%; Writing-50%; Science-69% FCAT percent making learning gains: Reading-62%; Math-82%; LQ Reading-59%; LQ Math-79% Mount Dora High School (2011-2012): School Grade B; Percent of Criteria met: N/A FCAT percent meeting high standards: Reading-51%; Math-68%; Writing-72% FCAT percent making learning gains: Reading-60%; Math-54%; LQ Reading-59%; LQ Math-48% Mount Dora High School (2010-2011): School Grade D; Percent of Criteria met: 82% FCAT percent meeting high standards: Reading-50%; Math-77%; Writing-85%; Science-37% FCAT percent making learning gains: Reading-54%; Math-75%; LQ Reading-44%; LQ Math-49% Mount Dora High School (2009-2010): School Grade B; Percent of Criteria met: 87% FCAT percent meeting high standards: Reading-50%; Math-76%; Writing-81%; Science-37% FCAT percent making learning gains: Reading-56%; Math-74%; LQ Reading-44%; LQ Math-47% Mount Dora High School (2008-2009): School Grade C; Percent of Criteria met: 79% FCAT percent meeting high standards: Reading-42%; Math-72%; Writing-69%; Science-43% FCAT percent making learning gains: Reading-46%; Math-71%; LQ Reading-38%; LQ Math-55% Mount Dora Middle School (2007-2008): School Grade B; Percent of Criteria met: 79% FCAT percent meting high standards: Reading-61%; Math-61%; Writing-83%; Science-44% FCAT percent making learning gains: Reading-63%; Math-69%; LQ Reading-63%; LQ Math-65% Mount Dora Middle School (2006-2007): School Grade C; Percent of Criteria met 87% FCAT percent meeting high standards: Reading-60%; Math 60%; Writing-87%; Science-42% FCAT percent making learning gains: Reading-58%; Math-65%; LQ Reading-63%; LQ Math-58%

Judy Davis		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Mathematics, Science, Data, RtI/MTSS
Credentials	Masters Degree-Secondary Education Bachelor of Arts-Math Florida Professional Certificate-Math (6-12)
Performance Record	Mount Dora High School (2012-2013): School Grade TBA; FCAT percent meeting high standards: Reading-55%; Math-71%; Writing-50%; Science-69% FCAT percent making learning gains: Reading-62%; Math-82%; LQ Reading-59%; LQ Math-79%

Classroom Teachers

# of classroom teachers
67

 # receiving effective rating or higher
66, 99%

 # Highly Qualified Teachers
99%

 # certified in-field
66, 99%

 # ESOL endorsed
12, 18%

 # reading endorsed
12, 18%

 # with advanced degrees
22, 33%

 # National Board Certified
6, 9%

 # first-year teachers
4, 6%

 # with 1-5 years of experience
20, 30%

 # with 6-14 years of experience
24, 36%

 # with 15 or more years of experience
19, 28%

Education Paraprofessionals

# of paraprofessionals

5

 # Highly Qualified

5, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

1. Provide on-going training to assist teachers in achieving the Highly Qualified status.
Principal; Teacher Quality Retention Administrator
2. Seek out and hire Highly Qualified applicants for all future openings.
Principal; School Administration
3. Provide training at the beginning and throughout the school year to better meet the needs of the SIP. Principal; School Administration; Leadership Team

Teacher Mentoring Program/Plan

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

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

New teachers to MDHS will be paired up with their department chair. Most departments have common planning and are involved in a weekly PLC to review data, create, modify and review focus calendars, vertical and horizontal alignments. Department Chairs are Capacity Builders for their area and can offer the most accurate curricular assistance.
Teachers will participate in the district program New Beginnings
Teachers will participate in the half day school program for new teachers
Teachers will participate in the school PLC for New Teachers
Coaches will attend a 13 day program on mentoring new teachers
Coaches will mentor, observe, provide feedback and model for our new teachers
Administrators will observe and provide feedback to our new teachers
New teachers will participate in peer-to-peer classroom observations to better assist in the implementation of teaching and/or learning strategies

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

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

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

The school's MTSS team meets on a monthly basis to discuss data relating to specific students. The MTSS team consists of an administrator, guidance representative, instructional coaches, cooperative consultation teacher, school social worker, school psychologist, and selected teachers. This team constantly reviews data related to the instructional needs of specific groups through trends, as well as individual student needs.

Administrators and instructional coaches meet frequently to review trend in data in all subject areas. If over 20% (as suggested by Florida's MTSS model) of a class is not receiving proficiency, instructional practices are

examined. This further examination includes focused walk throughs by administration for the purpose of data collection and support in the implementation of the core curriculum through instructional coaching. With the support of data and curriculum personnel (instructional coaches), informed decisions are made regarding the purchase of support materials and additional staff.

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

Pam Chateauneuf, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-base team in implementing MTSS, conducts assessments of MTSS skills of the school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding MTSS plans and activities.

Herman Durias, Assistant Principal: Assists the principal in the implementation of a common vision for the use of data-based decision making, ensures that the school-base team in implementing MTSS, conducts assessments of MTSS skills of the school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding MTSS plans and activities.

Andrea Holt, Literacy Coach: Provides guidance on the K-12 reading plan; facilitates and supports data collection; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of the Multi-Tiered Systems approach. Develops, leads, and evaluates the core content standards and programs; identifies and analyzes existing literature on scientifically-based curriculum intervention strategies; assists with whole group screening programs that provide early intervention services for students that are considered "at-risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis.

Marlene Straughan, Assistant Principal: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Ted Dwyer, Cooperative Consultation Teacher: Participates in student data collection, integrates core instructional activities/materials, assists with the implementation of Tier 3 instruction, and collaborates with the general education teachers through consultation and co-teaching.

Susan Ricci, Ryan Eshbaugh and Kyisha Savary, Guidance Counselors: Provides quality services and expertise on different programs.

Shena Randolph, School Social Worker: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school workers continue to link child-serving and community agencies to the schools and families to support the child in academics, emotional, behavioral, and social success.

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

To properly ensure and monitor the fidelity of our MTSS system, the team will have regular meetings to determine student response to the intervention, address any barriers to the delivery of the intervention, and technical assistance to deliver the intervention as intended. Documentation will be used for each intervention and securely kept on file.

The school provided a mandatory inservice on MTSS during preplanning in order to create a common language and consistency in expectations. This inservice was presented by some of the school's MTSS members and was attended by all instructional staff.

The school's MTSS team meets on a monthly basis to discuss data relating to specific students. The MTSS team consists of an administrator, guidance representative, instructional coaches, cooperative consultation teacher, school social worker, school psychologist, and selected teachers. Interventions are planned on the basis of data and discussion. The individual responsible for the implementation of the intervention uses the progress monitoring tool to graph the results of the intervention. The interventionist also records the duration and frequency of the intervention on a fidelity form to ensure consistency in delivery.

This team constantly reviews data related to the instructional needs of specific groups through trends, as well as individual student needs.

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

Baseline Data
*Florida Comprehensive Assessment Test
*Curriculum-based measurement and Benchmark assessments (FCIM/LBAs)
*Florida Assessment in the Instruction of Reading (FAIR)
*Mock Writing Assessments
*Discipline Referrals
*Failures
*Absences
*Comprehensive English Language Learner Assessment (CELLA)
Midyear Data
*Florida Comprehensive Assessment Test
*Curriculum-based measurement and Benchmark assessments (FCIM/LBAs)
*Florida Assessment in the Instruction of Reading (FAIR)
*Mock Writing Assessments
*Discipline Referrals
*Failures
*Absences
End of the Year Data
*Florida Comprehensive Assessment Test
*Curriculum-based measurement and Benchmark assessments (FCIM/LBAs)
*Florida Assessment in the Instruction of Reading (FAIR)
*Mock Writing Assessments
*Discipline Referrals
*Failures
*Absences
*EOCs
ACT/SAT/CPT
The data will be used to identify students in need of integrated instruction and intervention of the MTSS program.

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

Professional development will be offered to the School-based team through the district C2 Collaborative Cohorts. During this process the MTSS site coordinator will be responsible for development of a plan of implementation at the school site to share information with their faculty and staff. The district is providing each school with an MTSS Toolkit to make the delivery of best practices most effective. The goal is to

ensure a common language and understanding with shared expectations for all faculty and staff. The faculty and staff will participate in continuing professional development based on the information relayed at the C2 Cohorts, regular data chats within departments, mentoring with at-risk and lower quartile students, and continued MTSS meetings.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 5,400

After school tutoring is provided three times a week by teachers or peers to help reinforce instruction in core academic subjects. Transportation is provided for students who are designated bus riders.

Strategy Purpose(s)

- Instruction in core academic subjects

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

EduSoft mini-assessments
eSembler
Common assessments
Progress Reports
Report Cards

Who is responsible for monitoring implementation of this strategy?

Teachers, Administrators

Literacy Leadership Team (LLT)

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

Name	Title
Andrea Holt	Literacy Coach
Judy Davis	Instructional Coach
Pam Chateauneuf	Principal
Herman Durias	Assistant Principal
Natalie Shaffer	Assistant Principal; AVID Administrator/Coordinator
Marlene Straughan	Assistant Principal
Elizabeth Schlotter	Reading Department Chair
Cathy Caudill	Reading Teacher
Katherine Bussert	Reading Teacher
Dee Dailey-Griffin	AVID Teacher

Name	Title
Billye Kozlowski	CTE Department Chair

How the school-based LLT functions

The Literacy Leadership Team meets once per month and uses the school data to determine one or two school wide initiatives. Throughout the year, the data is used to come up with a variety of strategies / activities to support the initiatives. The major role of the LLT is to positively promote literacy within the various departments of the high school and to support content area teachers with implementing the school wide initiatives established.

Major initiatives of the LLT

School wide LLT initatives for the 2013-2014 school year include the 30 minutes reading during homeroom period twice per week; the monthly writing PLCs; and teacher / student read alouds.

Every Teacher Contributes to Reading Instruction

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

We emphasize the importance and impact of reading within every content area at every opportunity. For example, we spend 10-15 minutes at faculty meetings discussing/demonstrating a different anchor standard and how it is used in various content areas. We emphasize individual student reading improvement in PLCs, as well as through one-on-one coaching by the instructional coaches. Each department is expected to supplement their materials with rigorous informational text, and both the media specialist and coaches are assisting teachers with the selection of such materials. We also emphasize the importance of scaffolded instruction and use of the reading data by all teachers. Small group instruction and student collaborative activities within every classroom provide opportunities for every teacher to scaffold the reading instruction within their own classrooms. In addition, we have two 30-minute sessions of school wide reading each week, during which time the entire school reads. We are increasing yearly the number of teachers earning NGCAR-PD/endorsement.

College and Career Readiness

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

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

Mount Dora High School offers a variety of integrated courses to help the students see the relationship between subjects and relevant future careers. Some of the integrated courses include our CAP Academies and technology progress such as Digital Design and Drafting. We also offer several culinary classes and allow our students to run a full-fledged restaurant called the 'Cane Café.' Additionally, we have a nationally recognized Air Force ROTC program and a Health Career Academy where students can earn certification as a medical transcription assistant. We are in our third year of Advancement Via Individual Determination (AVID) Program. This program is a college readiness system that is designed to increase school wide learning and performance.

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

Through our guidance department, students can take a career quiz to see what careers fit their personality and interests. Guidance counselors routinely meet with students to advise them on course selections and ensure they're meeting expectations. Students may request a meeting with a counselor at

any time. To better assist with career planning, our guidance counselors rotate with their respective class each year so they serve the same students throughout their high school career.

Strategies for improving student readiness for the public postsecondary level

We offer test prep opportunities for most of the college readiness exams, including the PSAT and PERT tests. Fifty (50%) of our students are enrolled in one or more Advanced Placement (AP) classes. Data shows a steady increase in the pass rate on the AP exams.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	61%	55%	No	65%
American Indian				
Asian		57%		
Black/African American	38%	29%	No	45%
Hispanic	50%	44%	No	55%
White	68%	64%	No	71%
English language learners		10%		
Students with disabilities	38%	23%	No	44%
Economically disadvantaged	48%	42%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	121	24%	27%
Students scoring at or above Achievement Level 4	152	30%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	521	62%	64%
Students in lowest 25% making learning gains (FCAT 2.0)	138	59%	61%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	156	65%	70%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	126	50%	55%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	43%	71%	Yes	48%
American Indian				
Asian		88%		
Black/African American	24%	48%	Yes	32%
Hispanic	31%	72%	Yes	38%
White	55%	76%	Yes	60%
English language learners				
Students with disabilities	51%	49%	No	56%
Economically disadvantaged	37%	63%	Yes	43%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	427	82%	84%
Students in lowest 25% making learning gains (EOC)	185	79%	81%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	134	56%	61%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	72	48%	50%
Students scoring at or above Achievement Level 4	18	12%	15%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	85	37%	40%
Students scoring at or above Achievement Level 4	65	28%	31%

Area 4: Science

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	89	47%	50%
Students scoring at or above Achievement Level 4	42	22%	25%

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		4
Participation in STEM-related experiences provided for students	5	1%	5%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses			
Completion rate (%) for students enrolled in *accelerated* STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams	9	4%	10%
Passing rate (%) for students who take CTE-STEM industry certification exams		100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	754	73%	75%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	27	11%	15%
Completion rate (%) for CTE students enrolled in *accelerated* courses		96%	100%
Students taking CTE industry certification exams	9	4%	10%
Passing rate (%) for students who take CTE industry certification exams		100%	100%
CTE program concentrators	630	84%	85%
CTE teachers holding appropriate industry certifications	6	67%	86%

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	90	9%	8%
Students in ninth grade with one or more absences within the first 20 days	87	31%	29%
Students in ninth grade who fail two or more courses in any subject	54	19%	17%
Students with grade point average less than 2.0	239	23%	21%
Students who fail to progress on-time to tenth grade	36	11%	9%
Students who receive two or more behavior referrals	85	8%	7%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	58	6%	5%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	4	1%	1%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	238	85%	86%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	162	63%	65%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	5	76%	78%

Area 9: Parent Involvement

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

Parental involvement targets for the school

All parents with an emphasis on the lower quartile.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the level of lower quartile parent involvement	49	11%	13%

Area 10: Additional Targets

Additional targets for the school

1. Social Science -- US History EOC Scores; Passing scores (level 3 and above) for the 2014 EOC test
2. Exceptional Student Education -- Increase reading proficiency for students with disabilities

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the pass rate on the US History EOC by three percentage points (3%)	142	47%	50%
Increase by 31 percentage points the number of students with disabilities reaching proficiency in reading	138	13%	44%

Goals Summary

G1. Increase inquiry-based facilitation within advanced science, technology, and mathematics courses, in order for students to become college and career ready in those areas

G2. Increase by 31 percentage points the number of students with disabilities reaching proficiency in reading.

G3. Increase by 2 percentage points the number of students reaching proficiency (level 3 and above) on the Algebra 1 EOC

G4. Increase by 2 percentage points the number of students reaching proficiency (level 3 or above) on the Geometry EOC.

G5. Increase by 3 percentage points the number of students making reading learning gains in the lowest quartile (25%) on FCAT 2.0.

G6. Increase by 3 percentage points the number of students reaching proficiency (Level 3 and above) on the US History EOC.

G7. Increase by 4 percentage points the number of students reaching proficiency (Level 3 and above) on the Biology EOC.

G8. Increase by 2 percentage points the number of students reaching proficiency (Level 3.5 and above) in writing.

G9. Increase by 3 percentage points the number of students taking and passing the CAP Academy mastery certification exams.

G10. Increase the level of parent involvement by 10%.

G11. Increase the average daily attendance rate by 1 percentage point based on the Lake County Schools Attendance Report.

G12. Decrease the drop out rate during the 2013-2014 school year by .5% and increase the percentage of students who graduate during the 2013-2014 school year by 1%.

G13. Increase by 6 percentage points the number of students reaching proficiency (Level 3 and above) in reading.

Goals Detail

G1. Increase inquiry-based facilitation within advanced science, technology, and mathematics courses, in order for students to become college and career ready in those areas

Targets Supported

- STEM

- STEM - High School

Resources Available to Support the Goal

- Common planning for individual departments

- PLCs

Targeted Barriers to Achieving the Goal

- Limited teacher competence/comfort with inquiry-based facilitation

Plan to Monitor Progress Toward the Goal

Capacity Builders will attend classes modeling the instructional methods needed and share these with peers.

Person or Persons Responsible
Administration and Department Chair

Target Dates or Schedule:
Monthly

Evidence of Completion:
Lesson Plans, Classroom Visitation Logs, Observations

G2. Increase by 31 percentage points the number of students with disabilities reaching proficiency in reading.

Targets Supported
- Reading (AMO's, FCAT2.0, Learning Gains, CELLA, Postsecondary Readiness)
- Additional Targets

Resources Available to Support the Goal
- Assistance from Inclusion Teachers
- Structured PLC's
- School and District Case Managers assisting with IEP's
- Ability grouped homerooms
- Data Chats
- AVID strategies
- Achieve 3000
- Collaboration

Targeted Barriers to Achieving the Goal
- Lack of trained teachers in the area of inclusion/co-op learning strategies
- Learning how to run a productive PLC

Plan to Monitor Progress Toward the Goal

PLC Goal and Reflection Sheets

Person or Persons Responsible
Administration, ESE School Specialist, ESE Department Chair

Target Dates or Schedule:
Monthly

Evidence of Completion:
Documented PLC Goals and Reflections, FCAT Reading

G3. Increase by 2 percentage points the number of students reaching proficiency (level 3 and above) on the Algebra 1 EOC

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Ability grouped homerooms

- Common Planning

- PLCs

- Common Assessments

- Mini Assessments

- Focus Calendars

- Task Cards

Targeted Barriers to Achieving the Goal

- Using the PLC for maximum collaboration

- Effective use of data to drive instruction

Plan to Monitor Progress Toward the Goal

Monitor data analysis sheets for appropriate use of Edusoft data and common assessment data in horizontal planning sessions.

Person or Persons Responsible

Administration and Department Chair

Target Dates or Schedule:

Monthly

Evidence of Completion:

Data Analysis Sheets, Edusoft Data, and Lesson Plans

G4. Increase by 2 percentage points the number of students reaching proficiency (level 3 or above) on the Geometry EOC.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- Ability Grouped homerooms

- Common Planning

- PLCs

- Common Assessments

- Mini Assessments

- Focus Calendars

- Task Cards

Targeted Barriers to Achieving the Goal

- Using the PLC for maximum collaboration

- Effective use of data to drive instruction

Plan to Monitor Progress Toward the Goal

Monitor data analysis worksheets for appropriate use of Edusoft data and common assessment data in horizontal planning sessions.

Person or Persons Responsible

Administration and Department Chair

Target Dates or Schedule:

Monthly

Evidence of Completion:

Data Analysis Worksheets, Edusoft Data, and Lesson Plans

G5. Increase by 3 percentage points the number of students making reading learning gains in the lowest quartile (25%) on FCAT 2.0.

Targets Supported

- All Areas

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

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- Achieve 3000, Hampton Brown Edge, Various external resources (NY Times Learning Network, Impact, ACT Practice materials, etc.), PLCs.

Targeted Barriers to Achieving the Goal

- Lack of appropriate materials and resources for classroom instruction.

Plan to Monitor Progress Toward the Goal

Teacher collaboration and sharing of materials and resources.

Person or Persons Responsible
Administration, Instructional Coaches

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Lesson plans, Guided questions from PLCs, Student scores on mini-benchmark assessments, Data from Achieve 3000, FCAT reading results

G6. Increase by 3 percentage points the number of students reaching proficiency (Level 3 and above) on the US History EOC.

Targets Supported
- Writing
- Social Studies
- U.S. History EOC
- Additional Targets

Resources Available to Support the Goal
- Common Planning
- Data Chats
- Structured PLC
- DBQ Essays
- Mini-Assessments
- Focus Calendars
- AVID Strategies
- FAB Fridays / Professional Development

Targeted Barriers to Achieving the Goal
- Learning how to run a productive PLC during common plan time
- Learning how to ask the right questions during data chats

Plan to Monitor Progress Toward the Goal

PLC Goal and Reflection

Person or Persons Responsible
Administration, Department Chair

Target Dates or Schedule:
Monthly

Evidence of Completion:
Mini-Assessments, LBA's, Questionnaires/Reflections

G7. Increase by 4 percentage points the number of students reaching proficiency (Level 3 and above) on the Biology EOC.

Targets Supported
- Science
- Science - Biology 1 EOC

Resources Available to Support the Goal
- Common Planning
- PLCs
- Common Assessments
- Mini Assessments
- Focus Calendars
- Collaboration
- Ability Grouped Homerooms
- Task Cards

Targeted Barriers to Achieving the Goal
- Using PLCs for maximum collaboration
- Effective Use of Data to drive instruction

Plan to Monitor Progress Toward the Goal

Monitor data analysis sheets for appropriate use of Edusoft data and common assessment data in horizontal planning sessions.

Person or Persons Responsible
Administration and Department Chair

Target Dates or Schedule:
Monthly

Evidence of Completion:
Data analysis sheets will contain appropriate use of Edusoft data and common assessment data in horizontal planning sessions.

G8. Increase by 2 percentage points the number of students reaching proficiency (Level 3.5 and above) in writing.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Algebra 1 EOC
- Geometry EOC
- U.S. History EOC
- Science - High School
- Science - Biology 1 EOC
- CTE
- EWS - Graduation

Resources Available to Support the Goal
- Writing PLCs, Use of Writing Task Cards in all content areas, Including writing opportunities in daily agenda for every class and short response questions on every exam.

Targeted Barriers to Achieving the Goal
- Teachers have limited time to read student responses.
- Teachers have limited knowledge of what good writing looks and sounds like.

Plan to Monitor Progress Toward the Goal

Writing embedded into daily classroom routines

Person or Persons Responsible
Administration, Coaches, Department heads

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Student writing samples shared at all PLCs, pre / post-conferences between teachers and administrators,

G9. Increase by 3 percentage points the number of students taking and passing the CAP Academy mastery certification exams.

Targets Supported

- CTE

Resources Available to Support the Goal

- Structured PLCs

- School level CTE support

- District level CTE support

Targeted Barriers to Achieving the Goal

- Challenges of differentiating instruction to such a large group.

Plan to Monitor Progress Toward the Goal

CAP Academy enrollment and registration for the CAP Academy Assessment

Person or Persons Responsible

CAP Academy Teachers, Administration

Target Dates or Schedule:

Beginning of each semester (August and January)

Evidence of Completion:

Cap Academy Assessment

G10. Increase the level of parent involvement by 10%.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Written communications through our website, parent newsletters, marquee, mailings, invitations to special events

- oral communications through our call out system, guidance meetings

- school based and community activities such as, Open House, Volunteers, Back to School Rally, CaneExpo, Orientations, Guidance Nights, Scholarship Night, School Advisory Council (SAC), AVID Parent Meetings, etc.

Targeted Barriers to Achieving the Goal

- Social economic status of the parents

Plan to Monitor Progress Toward the Goal

Number of participating parents

Person or Persons Responsible

School Staff, Administration, SAC Chair

Target Dates or Schedule:

After each event

Evidence of Completion:

Sign in Logs, Feedback, Volunteer Logs

G11. Increase the average daily attendance rate by 1 percentage point based on the Lake County Schools Attendance Report.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Call Out System
- Mentoring (At-Risk)
- Guidance meeting with students

Targeted Barriers to Achieving the Goal

- Lack of parent support and/or socio-economic status of students' families

Plan to Monitor Progress Toward the Goal

Individual meetings with at-risk students for 10-12 grade Group meetings with at-risk 9th grade students through the use of homerooms

Person or Persons Responsible
Administration, Guidance Counselors

Target Dates or Schedule:
Every four to six weeks

Evidence of Completion:
Increase of Daily Attendance on the DecisionEd Report

G12. Decrease the drop out rate during the 2013-2014 school year by .5% and increase the percentage of students who graduate during the 2013-2014 school year by 1%.

Targets Supported

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

- Writing

- Math (Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - High School

- EWS - Graduation

Resources Available to Support the Goal

- Before and After School Tutoring

- SAI dollars to support programs

- Homerooms designed to offer skill building and/or enrichment

- Remediation program

- Transportation

Targeted Barriers to Achieving the Goal

- Students' unwillingness to participate in their learning

Plan to Monitor Progress Toward the Goal

Mentoring students to build relationships, offer help and assistance

Person or Persons Responsible
Administration, Guidance Counselors

Target Dates or Schedule:
Every four to six weeks

Evidence of Completion:
Progress Reports, Report Cards, FCAT, EOC Exams, FAIR

G13. Increase by 6 percentage points the number of students reaching proficiency (Level 3 and above) in reading.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal
- Ability grouped homerooms.
- Common plannning
- PLCs
- Data Chats
- Achieve 3000

Targeted Barriers to Achieving the Goal
- Teachers lack training in the area of increasing literacy achievement
- Learning how to run a productive PLC during common planning
- Lack of experience and training with Achieve 3000
- Learning how to ask the right questions during a data chat

Plan to Monitor Progress Toward the Goal

PLC goal and reflection

Person or Persons Responsible
Administration, Department Chair

Target Dates or Schedule:
Monthly

Evidence of Completion:
FCAT Reading scores will increase

Action Plan for Improvement

Problem Solving Key

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

G1. Increase inquiry-based facilitation within advanced science, technology, and mathematics courses, in order for students to become college and career ready in those areas

G1.B1 Limited teacher competence/comfort with inquiry-based facilitation

G1.B1.S2 Peer coaching and individualized coaching by the content area coach

Action Step 1

Provide opportunities for coaching, reflection, and observation of other teachers.

Person or Persons Responsible

Administration, Department Chair, Instructional Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans, Classroom Visit Logs, Observations

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

Review opportunities for creative coaching and peer coaching

Person or Persons Responsible

Administration, Department Chair

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans, Classroom Visit Logs, Observations

Plan to Monitor Effectiveness of G1.B1.S2

Review Coaching Logs

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans, Coaching Logs, Observations

G2. Increase by 31 percentage points the number of students with disabilities reaching proficiency in reading.

G2.B3 Lack of trained teachers in the area of inclusion/co-op learning strategies

G2.B3.S2 Use guided questions

Action Step 1

Group and Individual Goal and Reflection Sheets

Person or Persons Responsible

Administration, ESE teachers, ESE School Specialist, ESE Department Chair

Target Dates or Schedule

Weekly

Evidence of Completion

Completed Goals/Reflections After Each PLC. Guided Questions Will Be Completed First as Whole Group and Then Individually. Group Goal Will be the Focus of Each PLC. Reading Proficiency Will Increase for Students With Disabilities.

Facilitator:

Administration; ESE School Specialist; Department Chair

Participants:

Administration, ESE teachers, ESE School Specialist, ESE Department Chair

Plan to Monitor Fidelity of Implementation of G2.B3.S2

PLC Goal Documentation and Reflection Questions

Person or Persons Responsible

Administration, ESE School Specialist, Department Chair

Target Dates or Schedule

Monthly

Evidence of Completion

PLC Documentation With Goals and Reflections, FCAT Reading

Plan to Monitor Effectiveness of G2.B3.S2

PLC Goal Sheets/Reflection and Questionnaire

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Documented PLC Goals and Reflections, FCAT Reading

G2.B4 Learning how to run a productive PLC

G2.B4.S1 Target a specific day and time

Action Step 1

A Structured PLC

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

FCAT Reading Will Increase for Students With Disabilities, PLC Goals and Reflection Sheets, Data Chats, Whole Group Collaboration Data

Facilitator:

Administration; ESE School Specialist; Department Chair

Participants:

Administration

Plan to Monitor Fidelity of Implementation of G2.B4.S1

PLC Goal Documentation and Reflection Questions

Person or Persons Responsible

Administration, ESE School Specialist, Department Chair

Target Dates or Schedule

Monthly

Evidence of Completion

FCAT Reading for Students With Disabilities

Plan to Monitor Effectiveness of G2.B4.S1

PLC Goal Sheet and Reflection Questions

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

FCAT Reading for Students With Disabilities

G3. Increase by 2 percentage points the number of students reaching proficiency (level 3 and above) on the Algebra 1 EOC

G3.B1 Using the PLC for maximum collaboration

G3.B1.S1 Target specific day and time for PLC

Action Step 1

PLC

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

PLC minutes in share folder and data analysis worksheets in individual data binders

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

Review PLC worksheet including date and description of meeting

Person or Persons Responsible

Administration and Department Chair

Target Dates or Schedule

Monthly

Evidence of Completion

PLC worksheet will be located in department binder. Individual data analysis sheets will be located in teacher data binders.

Plan to Monitor Effectiveness of G3.B1.S1

Review PLC worksheet including date and description of meeting.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

PLC worksheet will be located in department binder. Individual data analysis sheets will be located in teacher data binders.

G3.B1.S2 Use guided questions

Action Step 1

Horizontal groups will design a guided questionnaire that complements their individual group needs.

Person or Persons Responsible

Department Chair and Horizontal PLC Groups

Target Dates or Schedule

Weekly

Evidence of Completion

Questionnaires with answers that contribute to guiding instruction will be posted regularly in individual data binders.

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

Review questionnaires that have been created by horizontal groups to ensure that the questions that are included are sufficient to drive discussion that will lead to effective instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

PLC worksheets and data analysis worksheets from teacher data binders

Plan to Monitor Effectiveness of G3.B1.S2

Review questionnaires that have been created by horizontal groups to ensure that the questions that are included are sufficient to drive discussion that will lead to effective instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

PLC worksheets and data analysis worksheets from teacher data binders

G3.B2 Effective use of data to drive instruction

G3.B2.S2 Edusoft Training

Action Step 1

Teachers will have Edusoft training by the ILS Department during their planning periods.

Person or Persons Responsible

ILS Department

Target Dates or Schedule

Third week of school

Evidence of Completion

ILS instructional sign in sheet and satisfactory use of Edusoft by individual teachers.

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Monitor data analysis sheets for appropriate use of Edusoft data and common assessment data in horizontal planning sessions.

Person or Persons Responsible

Administration and Department Chair

Target Dates or Schedule

Monthly

Evidence of Completion

Data analysis sheets, common assessment data and common lesson plans.

Plan to Monitor Effectiveness of G3.B2.S2

Monitor data analysis sheets for appropriate use of Edusoft data and common assessment data in horizontal planning sessions.

Person or Persons Responsible

Administration and Department Chair

Target Dates or Schedule

Monthly

Evidence of Completion

Data analysis sheets, Edusoft data, and common assessment data appropriately used in horizontal planning sessions.

G3.B2.S4 Use of mini assessments to check effectiveness of instruction

Action Step 1

Provide bound copies of mini assessments along with detailed instructions for data retrieval. Conduct individual coaching sessions to guide teachers in retrieving and using the data.

Person or Persons Responsible

Instructional Coach

Target Dates or Schedule

Third week of school

Evidence of Completion

Comparison of mini assessment data to data from baseline LBA.

Plan to Monitor Fidelity of Implementation of G3.B2.S4

Monitor and coordinate the collection of mini asssessment data from Edusoft and provide guidance in the use of the data to drive instruction.

Person or Persons Responsible

Administration and Instructional Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Horizontal lesson plans that coordinate appropriately with data

Plan to Monitor Effectiveness of G3.B2.S4

Monitor and coordinate the collection of mini asssessment data from Edusoft and provide guidance in the use of the data to drive instruction

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Horizontal lesson plans that coordinate appropriately with data.

G4. Increase by 2 percentage points the number of students reaching proficiency (level 3 or above) on the Geometry EOC.

G4.B1 Using the PLC for maximum collaboration

G4.B1.S1 Target specific day and time

Action Step 1

PLC will be implemented by department utilizing vertical and horizontal groups.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

PLC minutes in share folder and data analysis worksheets in individual data binders

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

Review PLC worksheet including date and description of meeting

Person or Persons Responsible

Administration and Department Chair

Target Dates or Schedule

Monthly

Evidence of Completion

PLC worksheet will be located in department binder. Individual data analysis sheets will be located in teacher data binders.

Plan to Monitor Effectiveness of G4.B1.S1

Review PLC worksheet including date and description of meeting.

Person or Persons Responsible

Administration and Department Chair

Target Dates or Schedule

Monthly

Evidence of Completion

PLC worksheet will be located in department binder. Individual data analysis sheets will be located in teacher data binders.

G4.B1.S2 Use guided questions

Action Step 1

Horizontal groups will develop a guided questionnaire that complements their individual group needs.

Person or Persons Responsible

Department Chair and Horizontal PLC Groups

Target Dates or Schedule

Weekly

Evidence of Completion

Questionnaires with answers that contribute to guiding instruction will be posted regularly in individual data binders.

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

Review questionnaires that have been created by horizontal groups to ensure that the questions that are included are sufficient to drive discussion that will lead to effective instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

PLC worksheets and data analysis worksheets from teacher data binders

Plan to Monitor Effectiveness of G4.B1.S2

Review questionnaires that have been created by horizontal groups to ensure that the questions that are included are sufficient to drive discussion that will lead to effective instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

PLC worksheets and data analysis worksheets from teacher data binders

G4.B2 Effective use of data to drive instruction

G4.B2.S2 Edusoft Training

Action Step 1

Teachers will have Edusoft training by the ILS department during their planning periods.

Person or Persons Responsible

ILS department

Target Dates or Schedule

Third week of school

Evidence of Completion

ILS instructional sign in sheet and satisfactory use of the program by individual teachers.

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

Review of Edusoft usage

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Records of Edusoft usage located in the Edusoft admin section

Plan to Monitor Effectiveness of G4.B2.S2

Review of Edusoft usage

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Records of Edusoft usage located in the Edusoft admin section

G4.B2.S4 Use of mini assessments to check effectiveness of instruction

Action Step 1

Provide bound copies of mini assessments along with detailed instructions for data retrieval. Conduct individual coaching sessions to guide teachers in retrieving and using the data.

Person or Persons Responsible

Instructional Coach

Target Dates or Schedule

Third week of school

Evidence of Completion

Comparison of mini assessment data to data from baseline LBA

Plan to Monitor Fidelity of Implementation of G4.B2.S4

Horizontal groups using the mini assessments will provide the data from these assessments for their data binders and will document their use for instructional planning on their data analysis sheets for PLC groups.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and data analysis sheets will be monitored for information appropriate for use in determining appropriate instructional pacing.

Plan to Monitor Effectiveness of G4.B2.S4

Horizontal groups using the mini assessments will provide the data from these assessments for their data binders and will document their use for instructional planning on their data analysis sheets for PLC groups.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and data analysis sheets will be monitored for information appropriate for use in determining appropriate instructional pacing.

G5. Increase by 3 percentage points the number of students making reading learning gains in the lowest quartile (25%) on FCAT 2.0.

G5.B2 Lack of appropriate materials and resources for classroom instruction.

G5.B2.S1 Teachers will increase the amount of resources available and decrease the time needed to search for appropriate materials / texts by working collaboratively and pooling resources.

Action Step 1

Collaborate and pool gathered resources to target specific areas of focus with students of varied reading levels and varied instructional needs.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Teachers will be using resources and materials collaboratively to enhance the variety and choice of reading class resources available.

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

Collaboration and sharing of instructional resources

Person or Persons Responsible

Administration, Instructional Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, Guided questions from PLCs, Teacher data binders, Student data chats

Plan to Monitor Effectiveness of G5.B2.S1

Teacher collaboration of resources and materials

Person or Persons Responsible

Administration, Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, Classroom observations, Guided questions from PLCs, Student scores on mini-benchmark assessments, Data from Achieve 3000, FCAT reading results

G6. Increase by 3 percentage points the number of students reaching proficiency (Level 3 and above) on the US History EOC.

G6.B2 Learning how to run a productive PLC during common plan time

G6.B2.S1 Target a specific date and time

Action Step 1

Structured PLC

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

PLC Goal Reflections and Data Collaboration, Vertical and Horizontal Data Chats, Mini-Assessments, Increased Scores on EOC

Facilitator:

Instructional Coach, Assistant Principal, Department Chair

Participants:

Administration

Plan to Monitor Fidelity of Implementation of G6.B2.S1

PLC Goal Documentation and Reflection

Person or Persons Responsible

Administration, Department Chair

Target Dates or Schedule

Monthly

Evidence of Completion

Mini-Assessments, LBA's, PLC Goal/Reflection Sheets

Plan to Monitor Effectiveness of G6.B2.S1

PLC Goal Sheet and Reflection

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Mini-Assessments, LBA's, PLC Goal/Reflection Sheets

G6.B2.S3 Reflect as whole group and individually after each PLC

Action Step 1

Structured PLC

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

PLC Goals and Reflections, Mini-Assessments, Data Chats

Facilitator:

Instructional Coach, Assistant Principal, Department Chair

Participants:

Administration

Plan to Monitor Fidelity of Implementation of G6.B2.S3

PLC Goal Documentation and Reflection

Person or Persons Responsible

Administration, Department Chair

Target Dates or Schedule

Monthly

Evidence of Completion

Mini-Assessments, LBA's, PLC Goal Documentation Sheet

Plan to Monitor Effectiveness of G6.B2.S3

PLC Goal Sheet and Reflection

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Mini-Assessments, LBA's, PLC Goal Documentation Sheet

G6.B4 Learning how to ask the right questions during data chats

G6.B4.S1 Use guided questions

Action Step 1

PLC Reflection and Goal Documentation

Person or Persons Responsible

Administration, Instructional Coaches, Social Science Department

Target Dates or Schedule

Weekly

Evidence of Completion

US History EOC Scores Will Increase, PLC Goal and Reflection Sheets, Data Chats Documentation, Vertical and Horizontal Assessments/Collaboration, Edusoft Data

Facilitator:

Instructional Coach, Administration

Participants:

Administration, Instructional Coaches, Social Science Department

Plan to Monitor Fidelity of Implementation of G6.B4.S1

Completed PLC Goal Documentation and Reflection Sheets

Person or Persons Responsible

Administration, Department Chair

Target Dates or Schedule

Monthly

Evidence of Completion

Mini-assessments, LBA's, Data Chat Questionnaire

Plan to Monitor Effectiveness of G6.B4.S1

PLC Goal Sheet and Reflection

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Mini-Assessments, LBA's, Data Chats Questionnaire

G7. Increase by 4 percentage points the number of students reaching proficiency (Level 3 and above) on the Biology EOC.

G7.B1 Using PLCs for maximum collaboration

G7.B1.S1 Target specific day and time

Action Step 1

PLC

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

PLC minutes in share folder and PLC worksheets in department binders.

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Review PLC worksheet including date and description of meeting.

Person or Persons Responsible

Administration and Department Chair

Target Dates or Schedule

Monthly

Evidence of Completion

PLC worksheet will be located in department binder. Individual data analysis sheets will be located in teacher data binders.

Plan to Monitor Effectiveness of G7.B1.S1

Review PLC worksheets and monitor data from mini assessments

Person or Persons Responsible

Administration and Department Chair

Target Dates or Schedule

Monthly

Evidence of Completion

PLC worksheet will be located in department binder. Individual data analysis sheets will reflect student progress.

G7.B1.S2 Use guided questions

Action Step 1

Horizontal groups will design a guided questionnaire that complements their individual group needs.

Person or Persons Responsible

Department Chair and Horizontal PLC groups

Target Dates or Schedule

Monthly

Evidence of Completion

Questionnaires with answers that contribute to guiding instruction will be posted regularly in individual data binders.

Plan to Monitor Fidelity of Implementation of G7.B1.S2

Review questionnaires that have been created by horizontal groups to assure that the questions that are included are sufficient to drive discussion that will lead to effective instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

PLC worksheets and data analysis questionnaires from teacher data binders.

Plan to Monitor Effectiveness of G7.B1.S2

Review questionnaires that have been created by horizontal groups.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Questionnaires will have information that is sufficient to drive discussion that will lead to effective instruction.

G7.B2 Effective Use of Data to drive instruction

G7.B2.S2 Edusoft training

Action Step 1

Teachers will have Edusoft training by the ILS Department during their planning periods.

Person or Persons Responsible

ILS Department

Target Dates or Schedule

Third week of school

Evidence of Completion

ILS instructional sign in sheet and satisfactory use of the program by individual teachers

Plan to Monitor Fidelity of Implementation of G7.B2.S2

Monitor data analysis sheets for appropriate use of Edusoft data in horizontal planning sessions.

Person or Persons Responsible

Administration and Department Chair

Target Dates or Schedule

Monthly

Evidence of Completion

Data analysis sheets will reflect the use of Edusoft data to drive common planning.

Plan to Monitor Effectiveness of G7.B2.S2

Monitor data analysis sheet for use of Edusoft data in horizontal planning sessions.

Person or Persons Responsible

Administration and Department Chair

Target Dates or Schedule

Monthly

Evidence of Completion

Data analysis sheets and common lesson plans

G7.B2.S4 Use of mini assessments to monitor effectiveness of instruction

Action Step 1

Provide bound copies of mini assessments along with detailed instructions for data retrieval. Conduct individual coaching sessions to guide teachers in retrieving and using the data to drive instruction.

Person or Persons Responsible

Instructional Coach

Target Dates or Schedule

Beginning of school year

Evidence of Completion

Comparison of mini assessment data to data from baseline LBA showing positive growth.

Plan to Monitor Fidelity of Implementation of G7.B2.S4

Monitor and coordinate the collection of mini assessment data from Edusoft and provide guidance in the use of the data to drive instruction.

Person or Persons Responsible

Administration and Instructional Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Horizontal lesson plans that coordinate appropriately with data.

Plan to Monitor Effectiveness of G7.B2.S4

Review the collection of mini assessment data from Edusoft and provide guidance in the use of the data to drive instruction.

Person or Persons Responsible

Administration and Instructional Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Horizontal lesson plans that coordinate appropriately with data.

G8. Increase by 2 percentage points the number of students reaching proficiency (Level 3.5 and above) in writing.

G8.B1 Teachers have limited time to read student responses.

G8.B1.S1 Model and demonstrate systems for teachers to efficiently and effectively read and evaluate content area writing.

Action Step 1

Model / share systems to efficiently evaluate student writing from sources such as exit questions and exams, as well as how to infuse open-ended and rigorous questions requiring a written explanation within class and home work.

Person or Persons Responsible

Math and Literacy Coaches

Target Dates or Schedule

During PLCs

Evidence of Completion

Teachers sharing student written responses during PLCs.

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Samples of student content area writing.

Person or Persons Responsible

Administration and Department heads

Target Dates or Schedule

Lesson Plan checks, classroom walkthroughs, PLC participation, Pre / Post-conferences between teacher and administrator, CBCs.

Evidence of Completion

Students will be writing in response to thought-provoking and rigorous questions. Writing will be held to standards cited on task cards.

Plan to Monitor Effectiveness of G8.B1.S1

Samples of student content area writing

Person or Persons Responsible

Administration and Department heads

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plan checks, classroom walkthroughs, PLC participation, Pre / Post-conferences between teacher and administrator, CBCs.

G8.B2 Teachers have limited knowledge of what good writing looks and sounds like.

G8.B2.S1 Provide teachers with exemplar samples of content area and grade appropriate writing.

Action Step 1

Teachers will be given increased opportunities for collaboration about content area writing through PLCs. The content-specific exemplars will be examined against student samples and teachers will choose areas of emphasis for writing based on the specific data for their students.

Person or Persons Responsible

Instructional Coaches, Administration

Target Dates or Schedule

Monthly writing PLCs will include progress monitoring of student writing samples through Edusoft.

Evidence of Completion

FCAT writing scores will show a two percent increase in the number of students scoring a 3.5 or above, as progress monitored through Edusoft.

Plan to Monitor Fidelity of Implementation of G8.B2.S1

Individual student scores will be entered into Edusoft monthly following the PLCs. Additional specific areas of emphasis for writing will be discussed and implemented according to the student data.

Person or Persons Responsible

Administration, Department Chairs, and Instructional Coaches.

Target Dates or Schedule

September 23, 2013; October 28, 2013, December 2, 2013 and January 27, 2014

Evidence of Completion

Consistent growth in scores of student writing samples.

Plan to Monitor Effectiveness of G8.B2.S1

LBA Baseline writing data will be used, monthly writing samples from content area writing prompts for PLC will be recorded for each student. Successful implementation will produce increases in percentages of students scoring level 3.5 or higher.

Person or Persons Responsible

Instructional Coach

Target Dates or Schedule

September 23, 2013; October 28, 2013, December 2, 2013 and January 27, 2014

Evidence of Completion

Consistent growth in scores of student writing samples that closely resemble the exemplar essays in terms of quality or writing and development of ideas.

G9. Increase by 3 percentage points the number of students taking and passing the CAP Academy mastery certification exams.

G9.B2 Challenges of differentiating instruction to such a large group.

G9.B2.S1 Adjusting the master schedule to an A/B alternating days to provide students more time to grasp the material prior to taking the assessments.

Action Step 1

CAP Academy Assessments

Person or Persons Responsible

CAP Academy Teachers, Administration

Target Dates or Schedule

End Year

Evidence of Completion

CAP Academy Assessment Results

Facilitator:

Judy Davis Andrea Holt

Participants:

CAP Academy Teachers, Administration

Plan to Monitor Fidelity of Implementation of G9.B2.S1

Enrollment and student progress

Person or Persons Responsible

CAP Academy Teachers, Administration

Target Dates or Schedule

Beginning of each Semester (August and January)

Evidence of Completion

Master Schedule

Plan to Monitor Effectiveness of G9.B2.S1

CAP Academy Assessments

Person or Persons Responsible

CAP Academy Teachers, Administration

Target Dates or Schedule

End of the School Year

Evidence of Completion

Increase in the number of students taking and passing CAP Academy Assessements.

G10. Increase the level of parent involvement by 10%.

G10.B2 Social economic status of the parents

G10.B2.S2 Increase the number of activities that target certain demographics

Action Step 1

Review all activities to help parents be more involved and informed.

Person or Persons Responsible

School Staff, Administration, SAC Chair

Target Dates or Schedule

Prior to activity review any previous data to make informed adjustments to the planned event and reflect on how it went and what could be done differently to increase the number of participating parents.

Evidence of Completion

Parents Surveys (district and school), SAC Minutes, Survey Feedback, Volunteer Logs

Plan to Monitor Fidelity of Implementation of G10.B2.S2

Number of participating parents

Person or Persons Responsible

School Staff, Administration, SAC Chair

Target Dates or Schedule

Prior to and directly after each event

Evidence of Completion

Sign in Logs, Feedback, Volunteer Logs

Plan to Monitor Effectiveness of G10.B2.S2

Number of participating parents

Person or Persons Responsible

School Staff, Administration, SAC Chair

Target Dates or Schedule

After each event

Evidence of Completion

Sign in Logs, Feedback, Volunteer Logs

G11. Increase the average daily attendance rate by 1 percentage point based on the Lake County Schools Attendance Report.

G11.B1 Lack of parent support and/or socio-economic status of students' families

G11.B1.S5 Mentoring (At-Risk)

Action Step 1

Individual meetings with at-risk students for 10-12 grade; Group meetings with at-risk 9th grade students through the use of homeroom

Person or Persons Responsible

Administration, Guidance Counselors

Target Dates or Schedule

Every four to six weeks

Evidence of Completion

Increased Daily Attendance Rate

Plan to Monitor Fidelity of Implementation of G11.B1.S5

Individual meetings with at-risk students for 10-12 grade; Group meetings with at-risk 9th grade students through the use of homerooms

Person or Persons Responsible

Administration, Guidance Counselors

Target Dates or Schedule

Every four to six weeks

Evidence of Completion

Increased Daily Attendance Rate

Plan to Monitor Effectiveness of G11.B1.S5

Individual meetings with at-risk students for 10-12 grade; Group meetings with at-risk 9th grade students through the use of homerooms

Person or Persons Responsible

Administration, Guidance Counselors

Target Dates or Schedule

Every four to six weeks

Evidence of Completion

Increased Daily Attendance Rate

G12. Decrease the drop out rate during the 2013-2014 school year by .5% and increase the percentage of students who graduate during the 2013-2014 school year by 1%.

G12.B1 Students' unwillingness to participate in their learning

G12.B1.S2 Mentoring program

Action Step 1

Mentoring students to build relationships, offer help and assistance

Person or Persons Responsible

Administration, Guidance Counselors

Target Dates or Schedule

Every four to six weeks

Evidence of Completion

Progress Reports, Report Cards, FCAT, EOC Exams, FAIR

Plan to Monitor Fidelity of Implementation of G12.B1.S2

Mentoring students to build relationships, offer help and assistance

Person or Persons Responsible

Administration, Guidance Counselors

Target Dates or Schedule

Every four to six weeks

Evidence of Completion

Progress Reports, Report Cards, FCAT, EOC Exams, FAIR

Plan to Monitor Effectiveness of G12.B1.S2

Mentoring students to build relationships, offer help and support

Person or Persons Responsible

Administration, Guidance Counselors

Target Dates or Schedule

Every four to six weeks

Evidence of Completion

Progress Reports, Report Cards, FCAT, EOC Exams, FAIR

G13. Increase by 6 percentage points the number of students reaching proficiency (Level 3 and above) in reading.

G13.B2 Learning how to run a productive PLC during common planning

G13.B2.S1 Target a specific day and time

Action Step 1

A structured PLCs

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly, Thursday

Evidence of Completion

FCAT reading will increase. PLC goals and reflections Data Chats, vertical and horizontal alignment will be documented during PLD

Facilitator:

Judy Davis, Instructional Coach Andrea Holt, Instructional Coach

Participants:

Administration

Plan to Monitor Fidelity of Implementation of G13.B2.S1

PLC goal documentation and reflection

Person or Persons Responsible

Administration, Department Chair

Target Dates or Schedule

Monthly

Evidence of Completion

FCAT reading

Plan to Monitor Effectiveness of G13.B2.S1

PLC goal sheet and reflection

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

FCAT Reading

G13.B3 Lack of experience and training with Achieve 3000

G13.B3.S1 Teachers will attend trainings on Achieve 3000, and use new and additional learning to increase the ways in which the program and its data is utilized in the intensive reading classrooms.

Action Step 1

Achieve 3000 training.

Person or Persons Responsible

Reading teachers

Target Dates or Schedule

September 4, 2013 and additional dates TBD

Evidence of Completion

Teachers will be using the data generated from student use of program to drive small group instruction in the reading classrooms. Data generated from Achieve 3000 will be used in PLCs to determine best teaching strategies for specific groups of students.

Plan to Monitor Fidelity of Implementation of G13.B3.S1

Effective use of Achieve 3000 for large and small group instruction based on data generated from student use of program.

Person or Persons Responsible

Administration, Instructional Coaches, Department Chair

Target Dates or Schedule

Weekly

Evidence of Completion

The rigor and focus of both the whole group and small group instruction will reflect current data generated from student-generated results on Achieve 3000.

Plan to Monitor Effectiveness of G13.B3.S1

Effective use of Achieve 3000 for large and small group instruction based on data generated from student use of program.

Person or Persons Responsible

Administration, Instructional Coach, Department Chair

Target Dates or Schedule

Weekly

Evidence of Completion

The rigor and focus of both the whole group and small group instruction will reflect current data generated from student-generated results on Achieve 3000

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G2. Increase by 31 percentage points the number of students with disabilities reaching proficiency in reading.

G2.B3 Lack of trained teachers in the area of inclusion/co-op learning strategies

G2.B3.S2 Use guided questions

PD Opportunity 1

Group and Individual Goal and Reflection Sheets

Facilitator

Administration; ESE School Specialist; Department Chair

Participants

Administration, ESE teachers, ESE School Specialist, ESE Department Chair

Target Dates or Schedule

Weekly

Evidence of Completion

Completed Goals/Reflections After Each PLC. Guided Questions Will Be Completed First as Whole Group and Then Individually. Group Goal Will be the Focus of Each PLC. Reading Proficiency Will Increase for Students With Disabilities.

G2.B4 Learning how to run a productive PLC

G2.B4.S1 Target a specific day and time

PD Opportunity 1

A Structured PLC

Facilitator

Administration; ESE School Specialist; Department Chair

Participants

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

FCAT Reading Will Increase for Students With Disabilities, PLC Goals and Reflection Sheets, Data Chats, Whole Group Collaboration Data

G6. Increase by 3 percentage points the number of students reaching proficiency (Level 3 and above) on the US History EOC.

G6.B2 Learning how to run a productive PLC during common plan time

G6.B2.S1 Target a specific date and time

PD Opportunity 1

Structured PLC

Facilitator

Instructional Coach, Assistant Principal, Department Chair

Participants

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

PLC Goal Reflections and Data Collaboration, Vertical and Horizontal Data Chats, Mini-Assessments, Increased Scores on EOC

G6.B2.S3 Reflect as whole group and individually after each PLC

PD Opportunity 1

Structured PLC

Facilitator

Instructional Coach, Assistant Principal, Department Chair

Participants

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

PLC Goals and Reflections, Mini-Assessments, Data Chats

G6.B4 Learning how to ask the right questions during data chats

G6.B4.S1 Use guided questions

PD Opportunity 1

PLC Reflection and Goal Documentation

Facilitator

Instructional Coach, Administration

Participants

Administration, Instructional Coaches, Social Science Department

Target Dates or Schedule

Weekly

Evidence of Completion

US History EOC Scores Will Increase, PLC Goal and Reflection Sheets, Data Chats Documentation, Vertical and Horizontal Assessments/Collaboration, Edusoft Data

G9. Increase by 3 percentage points the number of students taking and passing the CAP Academy mastery certification exams.

G9.B2 Challenges of differentiating instruction to such a large group.

G9.B2.S1 Adjusting the master schedule to an A/B alternating days to provide students more time to grasp the material prior to taking the assessments.

PD Opportunity 1

CAP Academy Assessments

Facilitator

Judy Davis Andrea Holt

Participants

CAP Academy Teachers, Administration

Target Dates or Schedule

End Year

Evidence of Completion

CAP Academy Assessment Results

G13. Increase by 6 percentage points the number of students reaching proficiency (Level 3 and above) in reading.

G13.B2 Learning how to run a productive PLC during common planning

G13.B2.S1 Target a specific day and time

PD Opportunity 1

A structured PLCs

Facilitator

Judy Davis, Instructional Coach Andrea Holt, Instructional Coach

Participants

Administration

Target Dates or Schedule

Weekly, Thursday

Evidence of Completion

FCAT reading will increase. PLC goals and reflections Data Chats, vertical and horizontal alignment will be documented during PLD

Appendix 2: Budget to Support School Improvement Goals