2013-2014 SCHOOL IMPROVEMENT PLAN

Lake Placid High School
202 GREEN DRAGON DR
Lake Placid, FL 33852
863-699-5010
http://www.highlands.k12.fl.us/~lph/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	No	64%

Alternative/ESE Center	Charter School	Minority Rate
No	No	50%

School Grades History

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Lake Placid High School

Principal
Toni Stivender

School Advisory Council chair
Mrs. Nancy Dye

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

Name	Title
Toni Stivender	Principal
Valerie James	Assistant Principal
Willlie Hills	Dean
Joan Daum	Guidance
Darcia Munro	ESE
Hilary Hathaway	Vocational
Martha Lewis	Reading Coach
Susan Harris	Technology
Vann Peeples	Math
Jennifer Gough	Social Studies
David Irwin	Science
Melissa Sohn	English

District-Level Information

District
Highlands

Superintendent
Mr. Wallace P Cox

Date of school board approval of SIP
10/8/2013

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

Members of the Curriculum Leadership Team- positions are school board employees, parents, students and community members.
Our demographics are as follows:

White- 51%; Black- 17%; Hispanic/Other- 34%
%Employes- 48%; %Parents- 28%; %Free/Reduced- 7%; %Business/Community- 15%; %Students- 24%
*Some employees are also counted as parents.

Involvement of the SAC in the development of the SIP

The SAC reviews the parts of the SIP and is asked for input. At the end of the first three nine weeks the progress monitoring instrument we use to monitor the SIP will be reviewed with the SAC.

Activities of the SAC for the upcoming school year

Six meetings have been planned for the SAC committee at this time. One member of the SAC committee along with the Principal will attend the District SAC meetings and will be responsible for relaying information back to the school level.

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

Not Applicable

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

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

N/A

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

Administrators

of administrators
2

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

Administrator Information:

Toni Stivender		
Principal	Years as Administrator: 13	Years at Current School: 2

Credentials	Bachelor's in education- Florida State University-1971 Master's in Educational Leadership and Administration- University of South Florida-1994
Performance Record	10/11 11/12 12/13 School Grade: B B ? % meeting high standard in reading: 42 48 45 % meeting high standard in Math: 71 67 52 % meeting high standard in Writing: 81 80 50 % meeting high standard in Science: 43 NA 69 % making reading learning gains: 48 62 56 % making math learning gains: 74 67 63 lowest 25% making read gains: 40 70 55 lowest 25% making math gains: 58 69 54 LPH has not made AYP in any year

Valerie James		
Asst Principal	Years as Administrator: 7	Years at Current School: 5

Credentials	1979 - BS - Education Northern Illinois University 1995 - MA - Educational Leadership All Levels
Performance Record	Refer to data listed in above section of Principal

Instructional Coaches

# of instructional coaches

 # receiving effective rating or higher

Instructional Coach Information:

Martha Lewis		
Full-time / School-based	Years as Coach: 14	Years at Current School: 2
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS	
Credentials	Bachelor's - English 6-12 and Reading Endorsed	
Performance Record	Same as the Prinicpal since we have been at the same school since 1999/2000	

Classroom Teachers

# of classroom teachers

51

 # receiving effective rating or higher
50, 98%

 # Highly Qualified Teachers
94%

 # certified in-field
48, 94%

 # ESOL endorsed
48, 94%

 # reading endorsed
5, 10%

 # with advanced degrees
24, 47%

 # National Board Certified
4, 8%

 # first-year teachers
1, 2%

 # with 1-5 years of experience
6, 12%

 # with 6-14 years of experience
24, 47%

 # with 15 or more years of experience
21, 41%

Education Paraprofessionals

# of paraprofessionals
5

 # Highly Qualified
5, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
2

 # 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

The Administration at Lake Placid High School utilizes the district website to advertise staff openings, hires highly qualified teachers when possible, and actively participates in the ACT and Beginning

Teacher Mentoring programs. Throughout the year, all instructional staff members participate in workshops, professional development, or classes to enhance skills or become certified in their field. New teachers are provided by the district with a Peer Evaluator for the first year as well as the support given within the school. The monitoring of the certification status of the teachers to obtain all highly qualified teachers is done by the administration in conjunction with the district office.

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 or teachers in need of improvement are recommended to have a Peer Mentor the district supports. Administration works very closely completing several formal and informal observations per year. In addition to a Peer Mentor the new staff members are assigned to a veteran teacher on staff. Teachers are paired up with a veteran teacher in the same content area if possible.The new teacher is familiarized with the school culture, grading procedures, discipline procedures, where items are located, how to obtain forms, supplies, and numerous other daily needs of a teacher on a school campus. At the beginning of the year new teachers are given inservice in attendance procedures, technology, or any other need a specific person may have to be successful. The Administration, "Dragon Buddies", and the Curriculum Leadership Team share the responsibility of assisting the new teachers to our campus.

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

Administration, Curriculum Leadership Teachers, and district office personnel met in the summer to review data in grades, test results, attendance, and discipline from the 12/13 school year. We broke this down by subgroups and subject area. This helped us to complete the master schedule to meet the needs of the students by the classes we offered. With new classes being offered we then had to allocate funds to support the classes. This affected students specifically in Tier 2 and some in Tier 3.

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

The Curriculum Leadership Team are each assigned a section of the SIP to review the data on from the previous year and then develop the goals and strategies for the next school year. The member of the team then takes their part back to the other members of their department for agreement among the other teachers. We are presently working on a different rubric and plan of action for the MTSS plan with the help of the district social worker assigned to our school.

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

At the end of each nine weeks we review by sections the SIP plan to monitor the progress of the goals we have set for the year. To do this we will utilize the monitoring system described in question 4 below. We will monitor the MTSS in the same manner tweaking the plan as needed.

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

The primary source of information to be used is our Performance Matters System. It houses our students most recent test results, progress monitoring information as well as other relevant data. Teachers will be trained to use this information in data chats from all subject areas not in just the tested areas. Discipline and attendance will be added to this information by the Dean on our Curriculum Leadership Team who is responsible for this area.

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

Professional development during teacher planning periods will be used as well as professional development days to support the understanding of the MTSS. Data-based problem solving has been used with the SIP so we will transfer that knowledge to MTSS procedures. Parents will be made aware of this on an individual need.

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: 4,000

Student can attend two separate tutoring sessions after school 2 days per week. One is specifically for help in Algebra 1 and the other one is for any academic subject students need help with.
Students can attend two additional tutoring sessions after school 1 day per week with and individual teacher in each room.
Students can participate in activities teachers have planned to improve school morale, help students with socializing, and just have fun with other students and peers. The main purpose is to build closer relationships among students and with teachers.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

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

Students sign in every day they attend tutoring. We then check this list when we do progress reports and grades to see if students are improving in grades or test results.
Teachers and students attend TUFF functions that are for socialization and are not academic in nature.

Who is responsible for monitoring implementation of this strategy?

Tutoring is monitored by the National Honor Society sponsor and by an individual teacher.
TUFF activities are monitored by the teachers who are members of the TUFF committee.

Literacy Leadership Team (LLT)

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

Name	Title
Toni Stivender	Principal
Valerie James	Assistant Prinicpal
Martha Lewis	Reading Coach
Karen Coomes	Reading Teacher
Jennifer Corley	Reading Teacher
Melissa Sohn	English Teacher
Vann Peeples	Math Teacher

How the school-based LLT functions

The LLT meets after progress monitoring to discuss our students' current status. Strategies to promote love of reading and proficiency of reading are shared at our meetings as well as brainstorming techniques to engage and encourage students.
In the summer students scores on the most recent progress monitoring and Fair testing are used to

place students in appropriate reading classes if the student has the need. Data chats will occur after each progress monitoring to do a check on the students achievements.

Major initiatives of the LLT

Helping students achieve passing scores on FCAT reading and helping teachers implement Commom Core reading strategies in their classrooms to meet the LA 10 standard.

Every Teacher Contributes to Reading Instruction

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

Every teacher has received training for implementation of Common Core Standard 10 into their instruction. Administrators check lesson plans weekly and visit classrooms to ensure implementation of CCSS 10.

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

Certification in specific vocational classes can be obtained by students interested in careers in that area. We have added two classes this year to this: Microsoft and Building Constructions. We are also offering certification in the area of Culinary, Drafting, and Aerospace.
This year we added AP Biology to our AP offerings. We had AP Spanish, AP Government, AP US History, and AP Calculus. Our students can take DE English and DE Humanities on campus. Math College Readiness and English College Readiness are also offered for students to prep for the PERT if they have not obtained a high score on it.
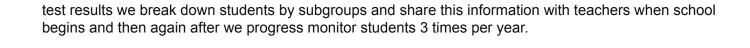AVID was implemented on our campus this year to help students reach their academic potential as well as prepare them with the skills they need to successfully complete secondary education beyond high school.

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

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

Strategies for improving student readiness for the public postsecondary level

Math and English College Readiness classes are provided for all Senior and Junior students who need them or want to take them to improve their PERT or other college entrance tests. Remediation reading classes are mandated for students needing to pass FCAT Reading. Honors classes, as well as regular classes, are offered for students as well as AP and DE. Attendance is monitored to help students stay on track for graduation, and discipline is monitored to keep students' in school. During summer review of

test results we break down students by subgroups and share this information with teachers when school begins and then again after we progress monitor students 3 times per year.

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	55%	45%	No	60%
American Indian				
Asian				
Black/African American	31%	24%	No	38%
Hispanic	43%	43%	Yes	49%
White	68%	54%	No	71%
English language learners				
Students with disabilities	36%	20%	No	42%
Economically disadvantaged	50%	39%	No	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	94	25%	27%
Students scoring at or above Achievement Level 4	77	20%	22%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		61%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		19%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	171	44%	46%
Students in lowest 25% making learning gains (FCAT 2.0)	88	55%	57%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		19%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		19%

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.	22	24%	26%

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	171	50%	52%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		62%

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	60%		No	64%
American Indian				
Asian				
Black/African American	50%		No	55%
Hispanic	51%		No	56%
White	67%		No	70%
English language learners				
Students with disabilities	47%		No	52%
Economically disadvantaged	58%		No	63%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		60%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		35%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	272	63%	65%
Students in lowest 25% making learning gains (EOC)	122	54%	56%

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.	13	16%	18%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	78	39%	42%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		6%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	127	58%	60%
Students scoring at or above Achievement Level 4	32	15%	17%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		77%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		27%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	74	44%	46%
Students scoring at or above Achievement Level 4	39	21%	23%

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)	6		6
Participation in STEM-related experiences provided for students	12	3%	4%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	431	57%	59%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		100%	100%
Students taking one or more advanced placement exams for STEM-related courses	14	2%	4%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	46	6%	8%
Passing rate (%) for students who take CTE-STEM industry certification exams		89%	91%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	573	76%	78%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	82	14%	16%
Completion rate (%) for CTE students enrolled in *accelerated* courses		98%	100%
Students taking CTE industry certification exams	46	6%	8%
Passing rate (%) for students who take CTE industry certification exams		89%	91%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	3	75%	100%

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	223	31%	29%
Students in ninth grade with one or more absences within the first 20 days	9	0%	0%
Students in ninth grade who fail two or more courses in any subject	53	23%	21%
Students with grade point average less than 2.0	201	28%	26%
Students who fail to progress on-time to tenth grade	90	41%	29%
Students who receive two or more behavior referrals	167	23%	21%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	280	39%	37%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	17	10%	8%
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)	129	66%	68%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	17	53%	55%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	5	0%	0%

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

1.1 Increase awareness of school sponsored activities by using the Connect-Ed phone system, parent letters, announcements posted on the school web site and in local newspapers, and by posting information on the school marquee.
1.2 Increase parental involvement in school programs such as AVID, STEM and SAC, etc by advertising meetings with Connect-Ed phone system, and posting information on the school marquee and the school web site.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
39% of the parents will attend functions where attendance can be documented	452	37%	39%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Each sub-group will increase by 2% over the 2013 FCAT Reading results.

G2. 42% of the students participating in the Algebra 1 EOC will score at Achievement level 3 0r higher.

G3. 60% of the students participating in the Geometry EOC will score at Achievement Level 3 or higher.

G4. 69% of the students participating in the Biology EOC will score at Achievement Level 3 or higher.

G5. 52% of the students participating in the FCAT WRITES will score at or above 3.5.

Goals Detail

G1. Each sub-group will increase by 2% over the 2013 FCAT Reading results.

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

Resources Available to Support the Goal
- 1.Reading strategies implemented in content area classes.
- 3. Curriculum map for Intensive Reading classes
- 4. Research-based computer-assisted Reading curriculum in Intensive Reading classes.
- 5. Reading strategies provided by Advancement via Individual Determine (AVID) program to AVID students.

Targeted Barriers to Achieving the Goal
- 1. Not all students are in Intensive Reading and/or AVID classes.

Plan to Monitor Progress Toward the Goal

FCAT and FAIR results will be evaluated.

Person or Persons Responsible
Administration and Reading Coach

Target Dates or Schedule:
After the Fall and Spring FCAT and after the Fall, Winter, and Spring FAIR.

Evidence of Completion:
Reports will show an increase of 2% over the previous administration or FCAT and an increase in the overall FAIR percentile.

G2. 42% of the students participating in the Algebra 1 EOC will score at Achievement level 3 0r higher.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Tutoring is offered as a resource.
- Progress monitoring will be used as a resource.
- Practice tests are a resource to be used.
- The SARC committee will be utilized as a resource.

Targeted Barriers to Achieving the Goal
- School attendance
- Academic ability

Plan to Monitor Progress Toward the Goal

Attendance records and academic progress will be monitored.

Person or Persons Responsible
The SARC committee, administration, and classroom teachers will monitor.

Target Dates or Schedule:
Attendance will be monitored on a bi-weekly basis. Academic progress will be monitored after each progress monitoring update and quarterly.

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

G3. 60% of the students participating in the Geometry EOC will score at Achievement Level 3 or higher.

Targets Supported
- Geometry EOC

Resources Available to Support the Goal
- Tutoring is offered as a resource.
- Progress monitoring will be used as a resource.
- Practice tests are a resource to be used.
- The SARC committee will be utilized as a resource.

Targeted Barriers to Achieving the Goal
- Academic ability

Plan to Monitor Progress Toward the Goal

Attendance records and academic progress will be monitored.

Person or Persons Responsible
The SARC committee, administration, and classroom teachers will monitor.

Target Dates or Schedule:
Attendance will be monitored on a bi-weekly basis. Academic progress will be monitored after each progress monitoring update and quarterly.

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

G4. 69% of the students participating in the Biology EOC will score at Achievement Level 3 or higher.

Targets Supported
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal
- 1. Online textbook offer assignments for individual students based on deficient areas identified.
- 2. Tutoring available after school in more than one location.
- 3. Use of research-based strategies, such as AVID, are being implemented in classrooms.

Targeted Barriers to Achieving the Goal
- 1. Lack of background knowledge in the area of Biology
- 2. Reading level of students taking the EOC in Biology

Plan to Monitor Progress Toward the Goal

The results of the measured progress monitor and classroom grades will used to monitor student achievement toward the goal.

Person or Persons Responsible
Classroom teachers and the Curriculum Leadership Team (CLT) will review the monitoring process.

Target Dates or Schedule:
At the end of the first three nine weeks we will review this information at a CLT meeting.

Evidence of Completion:
Grades and progress monitoring results will be reviewed and minutes from the CLT meeting will be documented.

G5. 52% of the students participating in the FCAT WRITES will score at or above 3.5.

Targets Supported

- 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 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

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

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

- 2. Language barrier creates difficulties for students to be successful.

- 3. New Teachers in the English department.

Plan to Monitor Progress Toward the Goal

Excel spreadsheets of grades from the practice writes.

Person or Persons Responsible
Teachers and students will produce and monitor progress

Target Dates or Schedule:
Monthly

Evidence of Completion:
Spreadsheets

Action Plan for Improvement

Problem Solving Key

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

G1. Each sub-group will increase by 2% over the 2013 FCAT Reading results.

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

G1.B1.S1 1. Small group tutoring prior to testing for students not in Intensive Reading classes.

Action Step 1

Provide small group pull-out tutoring prior to Fall and Spring FCAT Reading Test.

Person or Persons Responsible

The Reading Coach will coordinate the hiring of qualified tutors, the curriculum, and the scheduling of students.

Target Dates or Schedule

Sessions will occur throughout the school day 2-3 weeks prior to each assessment.

Evidence of Completion

Session attendance records and student portfolios.

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

Administration will meet with the Reading Coach to plan implementation of tutoring sessions including hiring of personnel, funding of tutors, notification of students, choice of curriculum. Administration will also ensure that students participate.

Person or Persons Responsible

Reading Coach-Martha Lewis

Target Dates or Schedule

Planning will begin in August. Funding of personnel will also be determined in August. Curriculum will be written in August and September. Notification of students will occur 1 week prior to tutoring sessions.

Evidence of Completion

Implementation documents such as student schedules, curriculum samples, letters to teachers, and session schedules

Plan to Monitor Effectiveness of G1.B1.S1

Informal observations by Reading Coach and tutors as well as student results on the FCAT Reading will determine success of tutoring sessions. Students will also submit work each session to be kept in a portfolio.

Person or Persons Responsible

Reading Coach-Martha Lewis

Target Dates or Schedule

Reading Coach and tutors will meet twice each week to monitor success of sessions and to determine if changes in schedules or curriculum are needed.

Evidence of Completion

Attendance records, student portfolios, and notes from biweekly monitoring meetings.

G1.B1.S2 2. All instructional staff will participate in initial or refresher content area reading strategies training.

Action Step 1

All teachers will receive training in content area reading strategies. Training will occur during faculty meetings, professional development days, or district courses.

Person or Persons Responsible

Administration

Target Dates or Schedule

1. August, 2013 - preschool training. 2. Second semester faculty meetings (4-5 sessions) 3. Second semester Content Area Reading Professional Development (CAR-pd) at the District Office - 5 sessions.

Evidence of Completion

Agendas of trainings sessions, faculty meetings, and CAR-pd portfolios.

Facilitator:

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

Participants:

All instructional personnel

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

Curriculum Leadership Team planning meetings AVID Site Team Meetings

Person or Persons Responsible

Administration, CLT members, and AVID Site Team Meetings

Target Dates or Schedule

August, 2013 planning session and monthly meetings thereafter

Evidence of Completion

Agendas from planning meetings and training sessions

Plan to Monitor Effectiveness of G1.B1.S2

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

Person or Persons Responsible

Administration, teachers, and Reading Coach

Target Dates or Schedule

1. Classroom grades - quarterly 2. FCAT - Fall and Spring administrations 3. FAIR - Fall, Winter, and Spring administrations

Evidence of Completion

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

G2. 42% of the students participating in the Algebra 1 EOC will score at Achievement level 3 0r higher.

G2.B1 School attendance

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

Action Step 1

Parent contact will be made.

Person or Persons Responsible

The staff member making contact will be the attendance clerk.

Target Dates or Schedule

Contact is made after third consecutive day of being absent or in the case of excessive absences.

Evidence of Completion

The attendance clerk maintains a contact log.

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

Students will be worked with to correct absentee issues.

Person or Persons Responsible

The administration and SARC committee will be responsible.

Target Dates or Schedule

Monitoring will be done bi-weekly.

Evidence of Completion

Minutes from SARC meetings will serve as evidence.

Plan to Monitor Effectiveness of G2.B1.S1

Followup will be done on student attendance.

Person or Persons Responsible

The SARC committee will monitor.

Target Dates or Schedule

Monitoring will be done on a bi-weekly basis.

Evidence of Completion

Minutes of the SARC meeting will serve as evidence.

G2.B2 Academic ability

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

Action Step 1

Students have the opportunity to attend tutoring sessions.

Person or Persons Responsible

Teacher volunteers provide tutoring.

Target Dates or Schedule

Tutoring is offered Mondays, Wednesdays, and as needed.

Evidence of Completion

Attendance rosters will serve as evidence.

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

Classroom observations and lesson plans

Person or Persons Responsible

Administration and the math CLT team member will monitor.

Target Dates or Schedule

Monitoring will be ongoing.

Evidence of Completion

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

Plan to Monitor Effectiveness of G2.B2.S1

Reviewing student achievement status after progress monitoring

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Review after progress monitoring will occur three times per year.

Evidence of Completion

Documentation of progress monitoring will serve as evidence.

G3. 60% of the students participating in the Geometry EOC will score at Achievement Level 3 or higher.

G3.B2 Academic ability

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

Action Step 1

Students have the opportunity to attend tutoring sessions.

Person or Persons Responsible

Teacher volunteers provide tutoring.

Target Dates or Schedule

Tutoring is offered Mondays, Wednesdays, and as needed.

Evidence of Completion

Attendance rosters will serve as evidence.

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

Classroom observations and lesson plans

Person or Persons Responsible

Administration and the math CLT team member will monitor.

Target Dates or Schedule

Monitoring will be ongoing.

Evidence of Completion

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

Plan to Monitor Effectiveness of G3.B2.S1

Reviewing student achievement status after progress monitoring

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Review after progress monitoring will occur three times per year.

Evidence of Completion

Documentation of progress monitoring will serve as evidence.

G4. 69% of the students participating in the Biology EOC will score at Achievement Level 3 or higher.

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

G4.B1.S1 1. Use of a pretest to determine the incoming level of the students at the beginning of the school year.

Action Step 1

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

Person or Persons Responsible

Classroom Science Teachers

Target Dates or Schedule

At the beginning of the school year.

Evidence of Completion

Results of the pre-test.

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

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing all year

Evidence of Completion

Lesson plans and pretest result as well as classroom walk-thrus and observations

Plan to Monitor Effectiveness of G4.B1.S1

Classroom observations and walk thrus by administrators along with lesson plans will be used to monitor effectivenss.

Person or Persons Responsible

Administrators and Reading Coach

Target Dates or Schedule

Ongoing all year

Evidence of Completion

Results of the pre-test, the three progress monitoring assessments, grades, and the Biology EOC will provide the evidence of the strategies.

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

Action Step 1

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

Person or Persons Responsible

Classroom teachers and the AVID teacher will give students instruction on specific strategies they want implemented in their classes.

Target Dates or Schedule

This will begin at the first of the year and will build throughout the year.

Evidence of Completion

Use of Cornell Notes and Interactive Notebooks in the classroom and the grading of these or at least the monitoring of students using specific strategies.

Facilitator:

AVID Site Team

Participants:

Most classroom teachers

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

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

Person or Persons Responsible

Classroom Teachers and administration

Target Dates or Schedule

This will be ongoing all year.

Evidence of Completion

Documentation of grades and classroom observations by Administration

Plan to Monitor Effectiveness of G4.B1.S2

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

Person or Persons Responsible

Classroom teachers and Administrators.

Target Dates or Schedule

Progress monitoring will occur 3 times per year and grades every nine weeks.

Evidence of Completion

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

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

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

Action Step 1

Teachers will document in lesson plans the reading objective they are using in the classroom during specific lessons.

Person or Persons Responsible

Classroom teachers and the Reading Coach

Target Dates or Schedule

This will be ongoing all year.

Evidence of Completion

Administration will collect and monitor lesson plans for implementation of reading strategies in class and will also observe them in walk-thrus and observations.

Facilitator:

Reading Coach

Participants:

All instructional staff

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

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

Person or Persons Responsible

Administration, the Reading Coach, and members of the CLT will monitor.

Target Dates or Schedule

This will be onging all year.

Evidence of Completion

Documentation of walk-thrus, observations, and lesson plans.

Plan to Monitor Effectiveness of G4.B2.S1

Teachers will keep documentation on results of pretest, progress monitoring results, and grades.

Person or Persons Responsible

Teachers, the Reading Coach, and the CLT, which includes the Administration, will review the information.

Target Dates or Schedule

Monitoring will occur 3 times per year. This will be after each Progress Monitoring assessment and each nine weeks.

Evidence of Completion

Minutes from the meetings of deptments, CLT, or any other data chats.

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

Action Step 1

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

Person or Persons Responsible

Administrators, Classroom teachers and the Reading Coach

Target Dates or Schedule

On going all year

Evidence of Completion

Documentation in lesson plans and observations in classrooms by Administration

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

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

Person or Persons Responsible

Classroom teachers will monitor the students progress in using strategies such as AVID Interactive Notebooks and Cornell Notes

Target Dates or Schedule

Ongoing all year

Evidence of Completion

Student work and grades will provide doucmentation of fidelity

Plan to Monitor Effectiveness of G4.B2.S2

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

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing all year

Evidence of Completion

Student work and the results of the EOC.

G5. 52% of the students participating in the FCAT WRITES will score at or above 3.5.

G5.B1 1. Students come unprepared to perform at passing level.

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

Action Step 1

Classroom Teachers will present a prompt and the students will practice writing.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Once per Month

Evidence of Completion

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

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

Administration will look for documentation in the teacher's lesson plans.

Person or Persons Responsible

Administration and classroom teacher

Target Dates or Schedule

On a monthly basis.

Evidence of Completion

Documentation of lesson plans and student grades.

Plan to Monitor Effectiveness of G5.B1.S1

The practice writing scores based off the FCAT rubric.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student grades and progress.

G5.B2 2. Language barrier creates difficulties for students to be successful.

G5.B2.S1 1.Work with the ESOL Para and teacher and intergrate the material written in Spanish with the English.

Action Step 1

Collaboration and cooperative learning within the classroom among students.

Person or Persons Responsible

Classroom Teacher, ESOL Para, and students.

Target Dates or Schedule

Ongoing all year

Evidence of Completion

Student grades and progress of activities documented in lesson plans

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

Develop small cooperative learning groups for bilingual lesson plans.

Person or Persons Responsible

Classroom Teacher, ESOL Para, and students

Target Dates or Schedule

Ongoing all year

Evidence of Completion

Student grades and Teacher lesson plans along with classroom observations.

Plan to Monitor Effectiveness of G5.B2.S1

Grades and student progress will be monitored for growth.

Person or Persons Responsible

Administration and classroom teacher will monitor

Target Dates or Schedule

Ongoing all year

Evidence of Completion

Grades and lesson plans

G5.B3 3. New Teachers in the English department.

G5.B3.S1 1. Provide new teachers with professional development on FCAT WRITES.

Action Step 1

Professional development will provide training on the scoring of the FCAT writing papers.

Person or Persons Responsible

District office as well as veteran English Teachers.

Target Dates or Schedule

During the summer and 2013-2014 School year.

Evidence of Completion

Documentation of professional development attended.

Facilitator:

District office personnel and veteran English Teacher as well as presentors from outside the district.

Participants:

English teachers from our school.

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Teachers attending professional development offerings.

Person or Persons Responsible

Admininstration

Target Dates or Schedule

Ongoing as they occur.

Evidence of Completion

Documentation from attendance.

Plan to Monitor Effectiveness of G5.B3.S1

Teachers will grade paper together to come to consences and collaborate.

Person or Persons Responsible

English Teachres

Target Dates or Schedule

September/2013 and January/2014

Evidence of Completion

Graded papers and lesson plans.

Coordination and Integration

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

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title 1- LPH is not a Title 1 School this year

Title 1- Migrant- Provides services to migrant students, identified by the District Office, (PreK-12th grade) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students, and provide health and guidance services to them. The Migrant Early CHildhool Program serves 4 year old children in a full time preschool program, focusing on readiness activities. Parent involvement and education is an integral part of the Migrant Program.

Title 1 Part D- Provides services to children who are delinquent or neglected.

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

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

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

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

Violence Prevention Programs- the district offers a non-violent and anti-drug program to students that incorporates field trips, community service, drug test, and conunseling.

Nutritional Programs- District food service department facilitates grant funding to provide fruit and vegetables in the elementary schools. In addition, they provide services in summer for breakfast and lunches ar various schoo and communty locations.

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

Career and Technical Education- Proposals are submitted annually to enhance selected vocational programs for regular, disadvantged and handicapped students in grades 7-12. Title V1 supports the operation of the Career Academy by providing professional development and resources for progress monitoring.

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Each sub-group will increase by 2% over the 2013 FCAT Reading results.

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

G1.B1.S2 2. All instructional staff will participate in initial or refresher content area reading strategies training.

PD Opportunity 1

All teachers will receive training in content area reading strategies. Training will occur during faculty meetings, professional development days, or district courses.

Facilitator

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

Participants

All instructional personnel

Target Dates or Schedule

1. August, 2013 - preschool training. 2. Second semester faculty meetings (4-5 sessions) 3. Second semester Content Area Reading Professional Development (CAR-pd) at the District Office - 5 sessions.

Evidence of Completion

Agendas of trainings sessions, faculty meetings, and CAR-pd portfolios.

G4. 69% of the students participating in the Biology EOC will score at Achievement Level 3 or higher.

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

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

PD Opportunity 1

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

Facilitator

AVID Site Team

Participants

Most classroom teachers

Target Dates or Schedule

This will begin at the first of the year and will build throughout the year.

Evidence of Completion

Use of Cornell Notes and Interactive Notebooks in the classroom and the grading of these or at least the monitoring of students using specific strategies.

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

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

PD Opportunity 1

Teachers will document in lesson plans the reading objective they are using in the classroom during specific lessons.

Facilitator

Reading Coach

Participants

All instructional staff

Target Dates or Schedule

This will be ongoing all year.

Evidence of Completion

Administration will collect and monitor lesson plans for implementation of reading strategies in class and will also observe them in walk-thrus and observations.

G5. 52% of the students participating in the FCAT WRITES will score at or above 3.5.

G5.B3 3. New Teachers in the English department.

G5.B3.S1 1. Provide new teachers with professional development on FCAT WRITES.

PD Opportunity 1

Professional development will provide training on the scoring of the FCAT writing papers.

Facilitator

District office personnel and veteran English Teacher as well as presentors from outside the district.

Participants

English teachers from our school.

Target Dates or Schedule

During the summer and 2013-2014 School year.

Evidence of Completion

Documentation of professional development attended.

Appendix 2: Budget to Support School Improvement Goals