

Tavares High School

603 N NEW HAMPSHIRE AVE, Tavares, FL 32778

<http://lake.k12.fl.us/thS>

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

48%

Alternative/ESE Center

No

Charter School

No

Minority

31%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Tavares High School is to prepare students to become confident, self-directed, lifelong learners who will make positive contributions to society.

Provide the school's vision statement

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

School Environment

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

Each student at Tavares High School has a home base. The student will have the same home base and home base teacher for their freshman-senior years at THS. The teacher will help guide and mentor the student through their high school years. This year home base will meet once a month. During this time various topics and activities will occur. Among them will be going over progress reports, report cards, behavior, anti-bullying, drug education, requirements for graduation, college and career readiness, as well as registration procedures for the 2015-2016 school year. During the school year AVID has a international cultural day that all students can attend. The community is invited to attend at the AVID session in the evening.

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

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

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

Tavares High School follows the policies and procedures put forth in the 2014-2015 Code of Student Conduct and Policy Guide. During the first week of school teachers review the Code of Student Conduct and policy Guide with their students. The first step in any successful schoolwide behavioral system is parent contact. When a disciplinary incident occurs, a parent or guardian is contacted. Depending on the level of the offense consequences are issued. Saturday detentions are given for minor infractions and out-of-school suspensions are given for serious behavior infractions. When a suspension occurs, the student must meet with a counselor upon return. The Code of Student Conduct and Policy Guide is reviewed with Faculty during pre-planning.

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

Each student at Tavares High School has a home base. The student will have the same home base and home base teacher for their freshman-senior years at THS. The teacher will help guide and mentor the student through their high school years. All students have access to a Guidance counselor on a daily basis. The guidance department schedules conferences with teachers, parents, and students daily. When a concern is brought to their attention, immediate action is taken. A social worker and school psychologist are assigned to assist the guidance counselors in their interaction with students and their needs. MTTTS is in place at THS.

Early Warning Systems

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

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

Tavares High School implements early warning indicators for students who meet the following criteria: Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension, one or more suspensions, whether in school or out of school, course failure in English language Arts or mathematics, and a level 1 score on the statewide, standardized assessments in English Language Arts or mathematics. Monitoring is done through progress reports, report cards, state assessments and EOC's.

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	56	46	49	17	168
One or more suspensions	58	47	25	32	162
Course failure in ELA or Math	152	62	65	0	279
Level 1 on statewide assessment	59	36	0	0	95
Level I on Alg 1 EOC	18	14	6	0	38
Level I on Geometry EOC	4	34	5	7	50
Level 1 on Biology EOC	0	16	1	0	17
Level 1 on US History EOC	0	2	29	2	33

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	56	36	25	17	134

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

Beginning in April, the guidance counselors meet with the guidance counselors from our feeder schools to go over data for the up-coming freshmen class in order to schedule them appropriately.

Sophomores, Juniors and Senior students meet with their assigned guidance counselor to go over academic concerns and for scheduling for the next school year. During the school year, the assigned guidance counselor meets with each student at least twice to audit their grades. Students can make an appointment with their counselor any time during the year and are encouraged to do so. Remediation classes for students who score a level one on the FCAT 2.0 reading test are scheduled. Achieve 3000 is used in our reading classes. E20/20 classes are available for credit recovery. THS has a virtual lab for students who need to make-up credits as well as wanting to get ahead in their academics. THS has a multi-tiered system of supports (MTSS)/Response to Intervention (RtI). Teacher and Parent conferences are held. Monitoring takes place through progress reports, report cards, Fair testing, state assessments and EOC's.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

At our school parents are involved in various student activities that include but are not limited to sports, band, chorus, and clubs. We need to target parents of our students who are at level 1 in reading. We are planning in November to have a family dinner and go over academic and other information to help the parents become involved in their child's education. Information for events that are coming up are communicated through the THS website and call outs through school messenger. Parents are informed of their child's progress through progress reports, report cards, Skyward and teacher communication. Parents have the opportunity to be members of the School Advisory Committee(SAC).

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

At our school parents are involved in various student activities that include but are not limited to sports, band, chorus, and clubs. Through student fund raisers the community helps support student activities in various areas. Parents and community members are involved in the Athletic Boosters, Band Boosters, and Academic Boosters. Through their fund raising efforts students benefit both Academically and competitively. Members of the community have the opportunity to be members of the School Advisory Committee(SAC). We target parents of our level 1 students in reading and have a family dinner. At this dinner we go over academic and information to help the parents become involved in their child's education. Information for events that are coming up are communicated through the THS website and call outs through school messenger. THS has an active volunteer program.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Boyd, Janice	Principal
Jones, Buddy	Assistant Principal
Dwyer, Dianne	Assistant Principal
Hall, Carl	Assistant Principal

Duties

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

The Principal, Dr. Janice Boyd, is responsible for the operation of Tavares High School. She is the instructional leader. She provides a common vision for the use of data-based decision-making. Faculty meetings are held monthly where important information is disseminated to the faculty. Dr. Boyd schedules department chair meetings once a month to go over curriculum issues and to get their input and recommendation on various issues and implementations. She works with the guidance department and department chairs when developing the master schedule. Dr. Boyd meets with the Assistant Principals on a daily basis getting their input and recommendations. The TEAM observation process is used for instructional evaluation and input is shared with instructional personnel. LEADS is used for the Administrative evaluation process. She supervises athletic events as well as other school related events. Dr. Boyd is a member of the School Advisory Committee. Edward R. (Buddy) Jones, Dianne Dwyer, and Carl Hall are the Assistant Principals at THS. Buddy Jones is responsible for the following: student parking lot supervision, volunteer tracking, textbook coordinator, 12th grade discipline and attendance, digital signs, student parking and passes, school improvement plan, school advisory council, accreditation contact, sending out messages via school messenger, assess 1/3 instructional staff, assess clerical staff, assess teacher assistants, monies owed list, assist with master schedule, curriculum contact, and 12th grade MTSS/RTI contact. Dianne Dwyer is responsible for the following: AM cafeteria supervision, PM parent pick-up, band boosters liaison, health coordinator, 10th and 12th grade discipline and attendance, field trips, fund raisers, student lockers, Saturday school coordinator, assess food service staff, assess 1/3 instructional staff, AVID administrator, wellness coordinator, 10th and 11th grade RTI contact, TQR coordinator, food pantry, and testing coordinator. Carl Hall is responsible for the following: AM courtyard supervision, PM bus loop supervision, facility use and facilities, activities calendar, 9th grade discipline and attendance, athletic boosters, keys, school inventory, assess 1/3 of instructional staff, assess custodians, duty rosters, safety coordinator, and 9th grade RTI contact. All AP's also supervise athletic events as well as other school events.

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

Allocations are given to schools based on the District Allocation Plan and the school's FTE. The Principal goes over these allocations to see if they are adequate or will a request need to be made to increase the allocations. The Principal meets with the District Allocation Committee to go over the allocations. After the student request for classes for the up coming year, A master schedule is initiated and student numbers in classes are reviewed for class size reduction. The school operating budget is given to the schools at the end of July and updated twice during the school year. The Principal is responsible for the school operating budget. When funding initiatives come up for

supplementing federal, state and local funds, services and programs, the leadership team and department chairs meet and make recommendations to the Principal. The Assistant Principals meet on a daily basis with the Principal to review how to apply resources for the highest impact. Department Chairs meet with the Principal on a monthly or as needed basis to ensure that resources are being aligned for the highest impact.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Al Asghar	Parent
Teresa Burney	Parent
Laura Chandler	Parent
Anne-Marie Clark	Parent
Tina Dawson	Parent
Savannah Guenther	Student
Jerry Hall	Parent
Bonnie Hart	Parent
Cindy Heffler	Parent
Kerri Hubbard	Parent
Janice Lecky	Education Support Employee
Amy Marcinkus	Parent
Georgia Menzinger	Parent
Carmine Montrone	Parent
Nicole Montrone	Parent
Tim Morris	Business/Community
Elyza Rodriguez	Teacher
Kristen Sears	Parent
Lisa Vintilla	Parent
Bonnie Watkins	Teacher
Kevin Wooster	Parent
Cathy Zanhurak	Parent
Chris Sears	Parent

Duties

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

Evaluation of last year's school improvement plan

The Principal keeps the SAC up to date on the school improvement plan during the school year. As things come up during the school year relevant to the school improvement plan, they are brought to the attention of the SAC. Last year's school improvement plan is evaluated as the new school improvement plan is being adopted.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

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

Throughout the school year, we find many students fall behind in their classes, and they fail all or part of the class. By creating an after-school tutoring program using e2020, we can offer students the opportunity recover lost credits, helping them to graduate on time. In addition, by offering summer remediation through e2020 for students who fail a class during the year, we can help those students meet their graduation deadline. We would also offer EOC retakes in the summer for those students who did not pass their first EOC. Lastly, a writing team would be assembled to work on learning activities for our students in home base. If any funds were remaining, they would be used for a Testing Coordinated during summer testing and teaching supplies. Funding amount is \$18,157. The balance remaining is \$50.61 for this school year 2014-2015.

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

Yes

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

NA

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Carlock, Britny	Teacher, K-12
Drago, Samantha	Teacher, K-12
Dwyer, Dianne	Assistant Principal
Graham, Matthew	Teacher, K-12
Lester, Carolyn	Instructional Coach
McGregor, Anjanette	Instructional Coach
Musselwhite, Elizabeth	Teacher, K-12
Rodrigue, Lisa	Teacher, K-12
Rodriguez, Elyza	Teacher, K-12
Sanford, David	Teacher, K-12
Stanley, Jamie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will analyze data for the areas that need attention. The LLT will formulate school wide literacy goals and monitor implementation of literacy strategies. All teachers will have collaborative training. Close reading training will be offered through professional development to all teachers by the Literacy Coach. The Literacy Coach works with all teachers on reading strategies. The reading teachers will receive training on and use Achieve 3000. This year the focus will be on close reading.

Public and Collaborative Teaching

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

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

This school year all high schools are on a seven period day. At Tavares High school departments have the same planning period so that collaboration among the teachers can take place. During this collaborative planning time teachers work together on the Florida State Standards, scope and sequence, blue prints from the Florida Standards and lesson plans. The Leadership Team meets with the Department Chairs once a month. The supervising administrator Meets with the department he/she supervises during their PLCs.

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

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

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Departments at Tavares High School have common plan periods for collaboration. PLC's have been established for this purpose The Department Chair is the facilitator of the PLC. During this time teachers review and collaborate their instructional content and materials to ensure it is aligned to Florida's standards. Lesson plans are developed using the Florida standards blue print. A Florida standards teacher was allocated to all high schools. This teacher works with the Departments and individual teachers to ensure core instructional programs and materials are aligned to Florida's standards. Tavares High School, Mt. Dora High School, Eustis High School and Umatilla High School have formed a consortium for Algebra I and English 1 to review and ensure content and materials are aligned to Florida standards.

Instructional Strategies

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

For our struggling math students who have not passed the Algebra I EOC, we have developed an elective intensive math where the students use Algebra Nation and receive instruction in test taking skills. All level 1 and most level 2 readers are in an intensive reading class and with a CARPD trained teacher. Many of juniors and seniors who haven't passes the FCAT are in a reading class designed to help them pass the ACT. For our seniors who are danger of not graduating, we have scheduled them into a class where an individualized plan is developed to help them meet their graduation requirements. Students meet monthly with a "HomeBase" teacher that is responsible for monitoring grades attendance, and behavior. This year we are using the strategy of interactive notebooks.

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

Strategy: After School Program

Minutes added to school year: 0

All struggling students in Algebra I, geometry, and biology classes, as well as, any other student who falls behind in his/her graduation requirements and is at risk of not graduating with the correct cohort. Computer-based supplemental activities, intensive classes, and homebase classes will meet during the regular school day. Tutoring for credit recovery will be offered both after-school and during the summer. e2020 credit recovery sessions will occur periodically beginning in October 2014 and continuing through July 31, 2015.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Jones, Buddy, joneser@lake.k12.fl.us

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

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

Student Transition and Readiness

PreK-12 Transition

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

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

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

College and Career Readiness

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

Students select relevant courses that relate to their field of study. Through a homebase program, topics such as careers and other relevant material, are presented. Academic courses that meet high school graduation and college entrance requirements are linked with technical courses that focus on

the academy's field of work. Teachers coordinate course content and instructional strategies. Work-based learning opportunities for students tie classroom activities to internships with local employer partners. College and career counseling informs students about options and planning for employment and further education. Presently, we have the following CTE Academies: Agritechology, Health Sciences, Culinary Arts, Game/Simulation/Animation Programming and Into to Information tech. Students use Florida Virtual Campus for personalized academic and career planning. Students and guidance counselors review these plans annually to verify that the course of study is meaningful.

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

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

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

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

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

Students have the opportunity to schedule honor's and AP classes to improve their readiness for public postsecondary level. Honor's classes are offer in Language Arts, Math, Science and Social Studies. The following AP classes are offered at THS: Language Arts, Stats, Calculus, Environmental Science, US History, Government, World History, and Human Geography. Students are encouraged to take the ACT, PSAT and SAT. Pert Testing is given at THS as well as Lake Sumter State College. During Homebase postsecondary readiness is discussed. All core curriculum classes are being aligned with the Florida State Standards. A virtual lab has been added to assist students with grade recovery, online requirement and taking other courses that are not offered. College nights are held at Lake Sumter State College for students to talk with college representatives of colleges they may be interested in attending. During the school year, counselors meet with students to go over their academics and make a plan for the student to following for the course of the year.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To continue to improve and ensure the safety and security for students, faculty and staff at Tavares High School.
- G2.** To continue to have zero tolerance of bullying at Tavares High School both on campus and via the internet.
- G3.** Improve teacher technical knowledge and skills to improve student academic achievement in all areas of instruction. Also continue the waiver for student to bring their own technology to school.
- G4.** Increase the the math Annual Measurable Objectives (AMO's) for all students from 61% to 62%
- G5.** Increase the reading Annual Measurable Objectives (AMOs) for all students from 52% to 69%.

Strategic Goals Detail

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

G1. To continue to improve and ensure the safety and security for students, faculty and staff at Tavares High School. 1a

G039010

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	25.0

Resources Available to Support the Goal 2

- School Board Policies and procedures, school safety committee, community input from law enforcement, firefighting, and emergency medical services, and district safe school department.

Targeted Barriers to Achieving the Goal 3

- Attitude that nothing bad is going to happen because it hasn't in the past.

Plan to Monitor Progress Toward G1. 8

Drills in accordance with school board policy and procedures as well as following district safety policies will be done. Also single point of entry and monitoring duty stations morning and afternoon.

Person Responsible

Carl Hall

Schedule

Monthly, from 8/18/2014 to 8/18/2014

Evidence of Completion

Safety inspections, drill reports, safety reports, climate survey, SESIR data, accident reports and minutes from safety committee meetings.

G2. To continue to have zero tolerance of bullying at Tavares High School both on campus and via the internet. **1a**

G039011

Targets Supported **1b**

Indicator	Annual Target
Attendance rate	95.0
Attendance Below 90%	95.0
Truancy rate	95.0

Resources Available to Support the Goal **2**

- Bully-Proofing Your School Implementation Plan, teachers, staff, district in-services, district anti-bullying policy, Student Resource Officer(SRO), referrals, SESIR and NON-SESIR data, Homepage anti-bullying activities, communication from parents and students reporting bullying.

Targeted Barriers to Achieving the Goal **3**

- Staff awareness of on campus bullying and difficulty of monitoring cyber bullying.
- School awareness of off campus bullying.

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

Teacher, staff, and students surveys; referrals, SESIR and NON-SESIR data; in-service sign in sheets, number of students reporting bullying, and teacher and staff reports of bullying.

Person Responsible

Dianne Dwyer

Schedule

Monthly, from 9/11/2014 to 5/4/2015

Evidence of Completion

Teacher, staff, and students surveys; referrals, SESIR and NON-SESIR data; in-service sign in sheets, number of students reporting bullying, and teacher and staff reports of bullying.

G3. Improve teacher technical knowledge and skills to improve student academic achievement in all areas of instruction. Also continue the waiver for student to bring their own technology to school. 1a

G039012

Targets Supported 1b

Indicator	Annual Target
Effective Teachers (Performance Rating)	100.0
Developing Teachers (Performance Rating)	100.0

Resources Available to Support the Goal 2

- Computer labs, student computers, software programs for instruction, LCM projectors, smart boards, and professional staff development. Also continue with the waiver for students to bring their own technology to school.

Targeted Barriers to Achieving the Goal 3

- Teacher proficiency with new technology.

Plan to Monitor Progress Toward G3. 8

In-service and encourage teachers on use of WIFI technology and continue to in-service teachers on electronic resources, E-boxes, and online databases.

Person Responsible

Carl Hall

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Surveys, edusoft reports, sign-in sheets for in-services.

G4. Increase the the math Annual Measurable Objectives (AMO's) for all students from 61% to 62% 1a

G039013

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	62.0

Resources Available to Support the Goal 2

- Algebra Nation, Common Core, Florida State Standards, Virtual Lab, Interactive Notebook, e2020 and Professional Development for teachers.

Targeted Barriers to Achieving the Goal 3

- Student's lack math knowledge and skills when entering High School.

Plan to Monitor Progress Toward G4. 8

Student usage of Algebra Nation, assessments, classroom monitoring, attendance, behavior, and teacher input on student's progress.

Person Responsible

Buddy Jones

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Florida State Standard testing results, progress reports, report cards, walkthroughs, classroom observations, Skyward and TEAM.

G5. Increase the reading Annual Measurable Objectives (AMOs) for all students from 52% to 69%. 1a

G039014

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	69.0

Resources Available to Support the Goal 2

- District Attendance Policy, School Messenger call out system, Monthly Department Meetings, Teacher collaboration and common plan, PLC's common core, Florida State Standards, access to honors classes, AVID Program for 9th, 10th, 11th, and 12th grade, and Strategies learned through professional staff development.

Targeted Barriers to Achieving the Goal 3

- Attendance Rate of Students
- Lack of motivation
- Socio-Economic Factors

Plan to Monitor Progress Toward G5. 8

School Messenger, monthly department meetings, common planning, PLC will be used for collaboration, district code of conduct, Florida State Standards and professional staff development.

Person Responsible

Buddy Jones

Schedule

Monthly, from 6/4/2015 to 6/4/2015

Evidence of Completion

Daily reports received from school messenger. Checking Quartely attendance reports, monitoring Skyward, and conferences with counselors.

Action Plan for Improvement


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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key


G1. To continue to improve and ensure the safety and security for students, faculty and staff at Tavares High School. **1**

 G039010

G1.B1 Attitude that nothing bad is going to happen because it hasn't in the past. **2**

 B093839

G1.B1.S1 To use the available resources to analyze and improve safety and security as well as educate students, faculty and staff on proper procedures. **4**

 S104901

Strategy Rationale

By using what is available and review data from last year, improvements and corrections will be reflected. Then safety and security will be improved as well as the education of students, faculty and staff on the proper procedures being used.

Action Step 1 **5**

Drills in accordance with school board policy and procedures as well as following district safety policies will be done. Also single point of entry and monitoring duty stations morning and afternoon.

Person Responsible

Carl Hall

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Safety inspections, drill reports, safety reports, climate survey, SESIR data, and accident reports. Also minutes from the safety committee meetings.

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

Drills in accordance with school board policy and procedures as well as following district safety policies. Also single point of entry and monitoring duty stations morning and afternoon.

Person Responsible

Carl Hall

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Safety inspections, drill reports, safety reports, climate survey, SESIR data, accident reports and minutes from the safety committee meetings.

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

Drills in accordance with school board policy and procedures as well as following district safety policies will be done. Also single point of entry and monitoring duty stations morning and afternoon.

Person Responsible

Carl Hall

Schedule

Daily, from 8/18/2014 to 8/18/2014

Evidence of Completion

Safety inspections, drill reports, safety reports, climate survey, SESIR data, accident reports and safety committee minutes.

G2. To continue to have zero tolerance of bullying at Tavares High School both on campus and via the internet. 1

G039011

G2.B1 Staff awareness of on campus bullying and difficulty of monitoring cyber bullying. 2

B093840

G2.B1.S1 We will implement the LCS curriculum and will continue to follow the anti-bullying curriculum already in place in the HOPE classes and homebase anti-bullying activities. 4

S104902

Strategy Rationale

To eliminate bullying on campus by having anti-bullying activities which were provided by the district in Homebase and Hope classes. These will inform students what bullying is and how it affects others.

Action Step 1 5

Implement the LCS Bullying-Proofing Your School Plan curriculum through homebase.

Person Responsible

Dianne Dwyer

Schedule

Monthly, from 9/16/2014 to 5/4/2015

Evidence of Completion

Teacher, staff, and students surveys; referrals, SESIR and NON-SESIR data; in-service sign in sheets, number of students reporting bullying, teacher and staff reports of bullying, and lesson plans for homebase anti-bullying activities.

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

Implementation of the LCS Bullying-Proofing Your School Plan curriculum through homebase.

Person Responsible

Dianne Dwyer

Schedule

Monthly, from 9/16/2014 to 5/4/2015

Evidence of Completion

Teacher, staff, and students surveys; referrals, SESIR and NON-SESIR data; in-service sign in sheets, number of students reporting bullying, and teacher and staff reports of bullying.

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

Teacher, staff, and students surveys; referrals, SESIR and NON-SESIR data; in-service sign in sheets, number of students reporting bullying, and teacher and staff reports of bullying.

Person Responsible

Dianne Dwyer

Schedule

Monthly, from 9/16/2014 to 6/4/2015


Evidence of Completion

Teacher, staff, and students surveys; referrals, SESIR and NON-SESIR data; in-service sign in sheets, number of students reporting bullying, and teacher and staff reports of bullying.


G3. Improve teacher technical knowledge and skills to improve student academic achievement in all areas of instruction. Also continue the waiver for student to bring their own technology to school. 1

 G039012

G3.B1 Teacher proficiency with new technology. 2

 B093841

G3.B1.S1 In-service and encourage teachers on use of WIFI technology and continue to in-service teachers on electronic resources, E-boxes, and online databases. 4

 S104903

Strategy Rationale

By improving teacher knowledge and skills in technology students will improve student academic achievement in all areas of instruction.

Action Step 1 5

In-service and encourage teachers on use of WIFI technology and continue to in-service teachers on electronic resources, E-boxes, and online databases.

Person Responsible

Carl Hall

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Surveys, sign-in sheets for in-services, state assessments, EOC's and TEAM.

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

In-service and encourage teachers on use of WIFI technology and continue to in-service teachers on electronic resources, E-boxes, and online databases.

Person Responsible

Carl Hall

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Surveys, sign-in sheets for in-services, state assessments, EOC's and TEAM

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

In-service and encourage teachers on use of WIFI technology and continue to in-service teachers on electronic resources, E-boxes, and online databases.

Person Responsible

Carl Hall

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Surveys, sign-in sheets for in-services, state assessments, EOC's and TEAM.

G4. Increase the the math Annual Measurable Objectives (AMO's) for all students from 61% to 62% 1

G039013

G4.B1 Student's lack math knowledge and skills when entering High School. 2

B093842

G4.B1.S1 Students will use Algebra Nation, appropriate computed based programs, common core, Florida State Standards, e2020, AVID strategies and virtual lab. Teachers have common plan and PLC's for collaboration. 4

S104904

Strategy Rationale

If students use the appropriate resources, the math AMO's for all students will increase.

Action Step 1 5

Students will use Algebra Nation, appropriate computed based math programs, common core, Florida State Standards, e2020, AVID strategies and virtual lab. Teachers will use their common plan periods for PLC's and collaboration. AVID program strategies and PLC collaboration. A Florida State Standards teacher was allocated to help teachers with the Florida State Standards. A consortium of high school has been implemented which include Tavares, Eustis, Mt. Dora, and Umatilla, to work together in improving the student scores on the Algebra I EOC.

Person Responsible

Anjanette McGregor

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Classroom walkthroughs, progress reports, report cards, Skyward, PLC's collaboration notes, TEAM, classroom, Florida State Assessment and EOC's

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Students using Algebra Nation, appropriate computed based programs, e2020, AVID strategies and virtual lab. Teachers have common plan and PLC's for collaboration.

Person Responsible

Buddy Jones

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Florida State Standards, EOC's, progress reports, report cards, walkthroughs, classroom observations, Skyward, and TEAM.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Student usage of Algebra Nation, appropriate computed based programs, common core, Florida State Standards, e2020, AVID strategies and virtual lab usage. Teacher PLC's minutes for collaboration.

Person Responsible

Buddy Jones


Schedule

Biweekly, from 8/18/2014 to 6/4/2015


Evidence of Completion

Florida State Standard testing results, progress reports, report cards, walkthroughs, classroom observations, Skyward and TEAM.


G5. Increase the reading Annual Measurable Objectives (AMOs) for all students from 52% to 69%. 1

 G039014

G5.B1 Attendance Rate of Students 2

 B093843

G5.B1.S1 School Messenger 4

 S104905

Strategy Rationale

School Messenger is used to contact parents on a daily basis to inform them when their student is absent or tardy. If parents know, then they will be able to ensure their student is in school. Attendance will increase the chances of the student being successful.

Action Step 1 5

Message to parents letting them know their student was absent from school.

Person Responsible

Buddy Jones

Schedule

Daily, from 9/15/2014 to 6/4/2015

Evidence of Completion

List of students whose parents were contacted is sent daily to the AP in-charge of school messenger.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Makes sure that call out when out showing parents contacted.

Person Responsible

Buddy Jones

Schedule

Daily, from 9/15/2014 to 6/4/2015

Evidence of Completion

Daily report received.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Daily report of parents contacted and percentage

Person Responsible

Buddy Jones

Schedule

Daily, from 9/15/2014 to 6/4/2015

Evidence of Completion

Monitor Skyward and conference with counselors about student absences.

G5.B1.S2 Monthly Department meetings, common plan and PLC's will be used for collaboration. 4

S104906

Strategy Rationale

If better communication is established through department meetings, common plan and PLC's, then student instruction will improve.

Action Step 1 5

Monthly Department meetings for collaboration will be held for the purpose of collaborating on ways to improve student attendance. By improving student attendance academics should improve. Teachers will go over student attendance and make recommendations for improving student attendance.

Person Responsible

Buddy Jones

Schedule

Monthly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Progress reports, report cards, Florida State Assessment testing, walkthroughs, classroom observations, Skyward reports, School Messenger attendance reports, and conferences with counselors.

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Monthly Department meetings for collaboration will be held for the purpose of collaborating on ways to improve student attendance. By improving student attendance academics should improve. Teachers will go over student attendance and make recommendations for improving student attendance.

Person Responsible

Buddy Jones

Schedule

Monthly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Progress reports, report cards, Florida State Assessment testing, walkthroughs, classroom observations, Skyward reports, school messenger attendance reports and conferences with counselors.

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Monthly Department meetings for collaboration will be held for the purpose of collaborating on ways to improve student attendance. By improving student attendance academics should improve. Teachers will go over student attendance and make recommendations for improving student attendance.

Person Responsible

Buddy Jones


Schedule

Monthly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Progress reports, report cards, Florida State Assessment testing, walkthroughs, classroom observations, TEAM, Skyward reports, school messenger attendance reports, and conferences with counselors.

G5.B1.S3 Going over with students the District Code of Conduct during homebase the first two days of school as well as reviewing during the year. 4

 S104907

Strategy Rationale

If students know the rules, they are more likely not to break them. This allows them to remain in class for instruction; thereby, having the opportunity to be successful in their academics.

Action Step 1 5

District Code of Conduct for students

Person Responsible

Buddy Jones

Schedule

Daily, from 8/18/2014 to 8/22/2014

Evidence of Completion

Reduction of referrals as well as out of school suspensions.

Plan to Monitor Fidelity of Implementation of G5.B1.S3 6

Homebase activities in regards to the District Code of Conduct for students.

Person Responsible

Buddy Jones

Schedule

Monthly, from 9/16/2014 to 6/4/2015

Evidence of Completion

Reduction in referral and out of school suspensions.

Plan to Monitor Effectiveness of Implementation of G5.B1.S3 7

District Code of Conduct for students.

Person Responsible

Buddy Jones

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Reduction in referrals and out of school suspensions.

G5.B2 Lack of motivation **2**

 B093844

G5.B2.S1 Cross curricular instruction with access to honors classes as well as the AVID Program 9-12 and AVID strategies. **4**

 S104908

Strategy Rationale

Rigor in instruction will increase the reading AMO's.

Action Step 1 **5**

All teachers will have collaboration training and focus will be on close reading. Evaluate progress reports and report cards. Review minutes from teacher collaboration, department and PLC meetings.

Person Responsible

Dianne Dwyer

Schedule

Monthly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Progress reports, report cards, state assessments, Fair testing and EOC's. Also minutes from teacher collaboration, department and PLC meetings will be reviewed.

Plan to Monitor Fidelity of Implementation of G5.B2.S1 **6**

All teachers will have collaboration training and will focus on close reading. Collaboration, common planning, PLC minutes will be reviewed as well as progress reports, report cards, fair testing, state assessments and EOC's.

Person Responsible

Dianne Dwyer

Schedule

Monthly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets for collaboration training, progress reports, report cards, fair testing, state assessments and EOC's.

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

All teachers will have collaborative training and focus on close reading . Evaluate progress reports and report cards, fair testing, Florida State Assessment testing, Fair Testing, and review minutes from teacher collaboration, common planning and PLC meetings.
Teacher collaboration.

Person Responsible

Dianne Dwyer

Schedule

Monthly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets from professional staff development, progress reports, report cards, fair testing, Florida State Assessment testing, and review minutes from teacher collaboration, common planning and PLC meetings.

G5.B3 Socio-Economic Factors 2

 B093845

G5.B3.S1 Continue to use strategies learned through poverty awareness, CRISS cooperative structures staff development, collaboration training and focus on reading content. 4

 S104909

Strategy Rationale

If teachers focus on reading content and collaboration, then students will be able to increase the reading AMO's.

Action Step 1 5

Continue Strategies learned through poverty awareness and Cooperative Structures staff development. Teachers will continue with CRISS strategies and all Teachers will have collaborative training. The focus this year will be on close reading.

Person Responsible

Dianne Dwyer

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets, Truenorthlogic Registration, Certificate of completion, Fair testing, state assessments, EOC's, review of progress reports and report cards.

Plan to Monitor Fidelity of Implementation of G5.B3.S1 6

Progress reports, report cards, Skyward reports, walk throughs, TEAM observation, and home base activities.

Person Responsible

Dianne Dwyer

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

FAIR testing, report cards, walk throughs, TEAM observations, state assessments and EOC's

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 7

Progress reports, report cards, Skyward reports, walk throughs, TEAM observation, and home base activities.

Person Responsible

Dianne Dwyer

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

FAIR testing, progress reports, report cards, walk throughs, TEAM observations, state assessments and EOC's

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Drills in accordance with school board policy and procedures as well as following district safety policies will be done. Also single point of entry and monitoring duty stations morning and afternoon.	Hall, Carl	8/18/2014	Safety inspections, drill reports, safety reports, climate survey, SESIR data, and accident reports. Also minutes from the safety committee meetings.	6/4/2015 monthly
G2.B1.S1.A1	Implement the LCS Bullying-Proofing Your School Plan curriculum through homepage.	Dwyer, Dianne	9/16/2014	Teacher, staff, and students surveys; referrals, SESIR and NON-SESIR data; in-service sign in sheets, number of students reporting bullying, teacher and staff reports of bullying, and lesson	5/4/2015 monthly

Lake - 0211 - Tavares High School - 2014-15 SIP
Tavares High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				plans for homebase anti-bullying activities.	
G3.B1.S1.A1	In-service and encourage teachers on use of WIFI technology and continue to in-service teachers on electronic resources, E-boxes, and online databases.	Hall, Carl	8/18/2014	Surveys, sign-in sheets for in-services, state assessments, EOC's and TEAM.	6/4/2015 quarterly
G4.B1.S1.A1	Students will use Algebra Nation, appropriate computed based math programs, common core, Florida State Standards, e2020, AVID strategies and virtual lab. Teachers will use their common plan periods for PLC's and collaboration. AVID program strategies and PLC collaboration. A Florida State Standards teacher was allocated to help teachers with the Florida State Standards. A consortium of high school has been implemented which include Tavares, Eustis, Mt. Dora, and Umatilla, to work together in improving the student scores on the Algebra I EOC.	McGregor, Anjanette	8/18/2014	Classroom walkthroughs, progress reports, report cards, Skyward, PLC's collaboration notes, TEAM, classroom, Florida State Assessment and EOC's	6/4/2015 weekly
G5.B1.S1.A1	Message to parents letting them know their student was absent from school.	Jones, Buddy	9/15/2014	List of students whose parents were contacted is sent daily to the AP in-charge of school messenger.	6/4/2015 daily
G5.B1.S2.A1	Monthly Department meetings for collaboration will be held for the purpose of collaborating on ways to improve student attendance. By improving student attendance academics should improve. Teachers will go over student attendance and make recommendations for improving student attendance.	Jones, Buddy	9/15/2014	Progress reports, report cards, Florida State Assessment testing, walkthroughs, classroom observations, Skyward reports, School Messenger attendance reports, and conferences with counselors.	6/4/2015 monthly
G5.B1.S3.A1	District Code of Conduct for students	Jones, Buddy	8/18/2014	Reduction of referrals as well as out of school suspensions.	8/22/2014 daily
G5.B2.S1.A1	All teachers will have collaboration training and focus will be on close reading. Evaluate progress reports and report cards. Review minutes from teacher collaboration, department and PLC meetings.	Dwyer, Dianne	9/15/2014	Progress reports, report cards, state assessments, Fair testing and EOC's. Also minutes from teacher collaboration, department and PLC meetings will be reviewed.	6/4/2015 monthly
G5.B3.S1.A1	Continue Strategies learned through poverty awareness and Cooperative Structures staff development. Teachers will continue with CRISS strategies and all Teachers will have collaborative training. The focus this year will be on close reading.	Dwyer, Dianne	8/18/2014	Sign-in sheets, Truenorthlogic Registration, Certificate of completion, Fair testing, state assessments, EOC's, review of progress reports and report cards.	6/4/2015 daily
G1.MA1	Drills in accordance with school board policy and procedures as well as following district safety policies will be done. Also single point of entry and monitoring duty stations morning and afternoon.	Hall, Carl	8/18/2014	Safety inspections, drill reports, safety reports, climate survey, SESIR data, accident reports and minutes from safety committee meetings.	8/18/2014 monthly
G1.B1.S1.MA1	Drills in accordance with school board policy and procedures as well as following district safety policies will be done. Also single point of entry and monitoring duty stations morning and afternoon.	Hall, Carl	8/18/2014	Safety inspections, drill reports, safety reports, climate survey, SESIR data, accident reports and safety committee minutes.	8/18/2014 daily
G1.B1.S1.MA1	Drills in accordance with school board policy and procedures as well as	Hall, Carl	8/18/2014	Safety inspections, drill reports, safety reports, climate survey, SESIR data,	6/4/2015 monthly

Lake - 0211 - Tavares High School - 2014-15 SIP
Tavares High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	following district safety policies. Also single point of entry and monitoring duty stations morning and afternoon.			accident reports and minutes from the safety committee meetings.	
G2.MA1	Teacher, staff, and students surveys; referrals, SESIR and NON-SESIR data; in-service sign in sheets, number of students reporting bullying, and teacher and staff reports of bullying.	Dwyer, Dianne	9/11/2014	Teacher, staff, and students surveys; referrals, SESIR and NON-SESIR data; in-service sign in sheets, number of students reporting bullying, and teacher and staff reports of bullying.	5/4/2015 monthly
G2.B1.S1.MA1	Teacher, staff, and students surveys; referrals, SESIR and NON-SESIR data; in-service sign in sheets, number of students reporting bullying, and teacher and staff reports of bullying.	Dwyer, Dianne	9/16/2014	Teacher, staff, and students surveys; referrals, SESIR and NON-SESIR data; in-service sign in sheets, number of students reporting bullying, and teacher and staff reports of bullying.	6/4/2015 monthly
G2.B1.S1.MA1	Implementation of the LCS Bullying-Proofing Your School Plan curriculum through homebase.	Dwyer, Dianne	9/16/2014	Teacher, staff, and students surveys; referrals, SESIR and NON-SESIR data; in-service sign in sheets, number of students reporting bullying, and teacher and staff reports of bullying.	5/4/2015 monthly
G3.MA1	In-service and encourage teachers on use of WIFI technology and continue to in-service teachers on electronic resources, E-boxes, and online databases.	Hall, Carl	8/18/2014	Surveys, edusoft reports, sign-in sheets for in-services.	6/4/2015 monthly
G3.B1.S1.MA1	In-service and encourage teachers on use of WIFI technology and continue to in-service teachers on electronic resources, E-boxes, and online databases.	Hall, Carl	8/18/2014	Surveys, sign-in sheets for in-services, state assessments, EOC's and TEAM.	6/4/2015 quarterly
G3.B1.S1.MA1	In-service and encourage teachers on use of WIFI technology and continue to in-service teachers on electronic resources, E-boxes, and online databases.	Hall, Carl	8/18/2014	Surveys, sign-in sheets for in-services, state assessments, EOC's and TEAM	6/4/2015 quarterly
G4.MA1	Student usage of Algebra Nation, assessments, classroom monitoring, attendance, behavior, and teacher input on student's progress.	Jones, Buddy	8/18/2014	Florida State Standard testing results, progress reports, report cards, walkthroughs, classroom observations, Skyward and TEAM.	6/4/2015 biweekly
G4.B1.S1.MA1	Student usage of Algebra Nation, appropriate computed based programs, common core, Florida State Standards, e2020, AVID strategies and virtual lab usage. Teacher PLC's minutes for collaboration.	Jones, Buddy	8/18/2014	Florida State Standard testing results, progress reports, report cards, walkthroughs, classroom observations, Skyward and TEAM.	6/4/2015 biweekly
G4.B1.S1.MA1	Students using Algebra Nation, appropriate computed based programs, e2020, AVID strategies and virtual lab. Teachers have common plan and PLC's for collaboration.	Jones, Buddy	8/18/2014	Florida State Standards, EOC's, progress reports, report cards, walkthroughs, classroom observations, Skyward, and TEAM.	6/4/2015 biweekly
G5.MA1	School Messenger, monthly department meetings, common planning, PLC will be used for collaboration, district code of conduct, Florida State Standards and professional staff development.	Jones, Buddy	6/4/2015	Daily reports received from school messenger. Checking Quarterly attendance reports, monitoring Skyward, and conferences with counselors.	6/4/2015 monthly
G5.B1.S1.MA1	Daily report of parents contacted and percentage	Jones, Buddy	9/15/2014	Monitor Skyward and conference with counselors about student absences.	6/4/2015 daily
G5.B1.S1.MA1	Makes sure that call out when out showing parents contacted.	Jones, Buddy	9/15/2014	Daily report received.	6/4/2015 daily
G5.B2.S1.MA1	All teachers will have collaborative training and focus on close reading . Evaluate progress reports and report cards, fair testing, Florida State Assessment testing, Fair Testing, and	Dwyer, Dianne	9/15/2014	Sign-in sheets from professional staff development, progress reports, report cards, fair testing, Florida State Assessment testing, and review minutes	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	review minutes from teacher collaboration, common planning and PLC meetings. Teacher collaboration.			from teacher collaboration, common planning and PLC meetings.	
G5.B2.S1.MA1	All teachers will have collaboration training and will focus on close reading. Collaboration, common planning, PLC minutes will be reviewed as well as progress reports, report cards, fair testing, state assessments and EOC's.	Dwyer, Dianne	9/15/2014	Sign-in sheets for collaboration training, progress reports, report cards, fair testing, state assessments and EOC's.	6/4/2015 monthly
G5.B3.S1.MA1	Progress reports, report cards, Skyward reports, walk throughs, TEAM observation, and home base activities.	Dwyer, Dianne	8/18/2014	FAIR testing, progress reports, report cards, walk throughs, TEAM observations, state assessments and EOC's	6/4/2015 monthly
G5.B3.S1.MA1	Progress reports, report cards, Skyward reports, walk throughs, TEAM observation, and home base activities.	Dwyer, Dianne	8/18/2014	FAIR testing, report cards, walk throughs, TEAM observations, state assessments and EOC's	6/4/2015 monthly
G5.B1.S2.MA1	Monthly Department meetings for collaboration will be held for the purpose of collaborating on ways to improve student attendance. By improving student attendance academics should improve. Teachers will go over student attendance and make recommendations for improving student attendance.	Jones, Buddy	9/15/2014	Progress reports, report cards, Florida State Assessment testing, walkthroughs, classroom observations, TEAM, Skyward reports, school messenger attendance reports, and conferences with counselors.	6/4/2015 monthly
G5.B1.S2.MA1	Monthly Department meetings for collaboration will be held for the purpose of collaborating on ways to improve student attendance. By improving student attendance academics should improve. Teachers will go over student attendance and make recommendations for improving student attendance.	Jones, Buddy	9/15/2014	Progress reports, report cards, Florida State Assessment testing, walkthroughs, classroom observations, Skyward reports, school messenger attendance reports and conferences with counselors.	6/4/2015 monthly
G5.B1.S3.MA1	District Code of Conduct for students.	Jones, Buddy	8/18/2014	Reduction in referrals and out of school suspensions.	6/4/2015 daily
G5.B1.S3.MA1	Homebase activities in regards to the District Code of Conduct for students.	Jones, Buddy	9/16/2014	Reduction in referral and out of school suspensions.	6/4/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To continue to improve and ensure the safety and security for students, faculty and staff at Tavares High School.

G1.B1 Attitude that nothing bad is going to happen because it hasn't in the past.

G1.B1.S1 To use the available resources to analyze and improve safety and security as well as educate students, faculty and staff on proper procedures.

PD Opportunity 1

Drills in accordance with school board policy and procedures as well as following district safety policies will be done. Also single point of entry and monitoring duty stations morning and afternoon.

Facilitator

School's Safety Coordinator/District Safe School Coordinator

Participants

School-Wide personnel as needed.

Schedule

Monthly, from 8/18/2014 to 6/4/2015

G2. To continue to have zero tolerance of bullying at Tavares High School both on campus and via the internet.

G2.B1 Staff awareness of on campus bullying and difficulty of monitoring cyber bullying.

G2.B1.S1 We will implement the LCS curriculum and will continue to follow the anti-bullying curriculum already in place in the HOPE classes and homebase anti-bullying activities.

PD Opportunity 1

Implement the LCS Bullying-Proofing Your School Plan curriculum through homebase.

Facilitator

Team and Committee members for the Bullying-Proofing Your School Implementation Plan.

Participants

Teachers, staff and administrators.

Schedule

Monthly, from 9/16/2014 to 5/4/2015

G3. Improve teacher technical knowledge and skills to improve student academic achievement in all areas of instruction. Also continue the waiver for student to bring their own technology to school.

G3.B1 Teacher proficiency with new technology.

G3.B1.S1 In-service and encourage teachers on use of WIFI technology and continue to in-service teachers on electronic resources, E-boxes, and online databases.

PD Opportunity 1

In-service and encourage teachers on use of WIFI technology and continue to in-service teachers on electronic resources, E-boxes, and online databases.

Facilitator

District Staff Development and ILS's

Participants

All teachers

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

G4. Increase the the math Annual Measurable Objectives (AMO's) for all students from 61% to 62%

G4.B1 Student's lack math knowledge and skills when entering High School.

G4.B1.S1 Students will use Algebra Nation, appropriate computed based programs, common core, Florida State Standards, e2020, AVID strategies and virtual lab. Teachers have common plan and PLC's for collaboration.

PD Opportunity 1

Students will use Algebra Nation, appropriate computed based math programs, common core, Florida State Standards, e2020, AVID strategies and virtual lab. Teachers will use their common plan periods for PLC's and collaboration. AVID program strategies and PLC collaboration. A Florida State Standards teacher was allocated to help teachers with the Florida State Standards. A consortium of high school has been implemented which include Tavares, Eustis, Mt. Dora, and Umatilla, to work together in improving the student scores on the Algebra I EOC.

Facilitator

Literacy Coach, Florida Standard Teacher, Math Teachers and District Academic Services-Profession Development

Participants

All teachers

Schedule

Weekly, from 8/18/2014 to 6/4/2015

G5. Increase the reading Annual Measurable Objectives (AMOs) for all students from 52% to 69%.

G5.B2 Lack of motivation

G5.B2.S1 Cross curricular instruction with access to honors classes as well as the AVID Program 9-12 and AVID strategies.

PD Opportunity 1

All teachers will have collaboration training and focus will be on close reading. Evaluate progress reports and report cards. Review minutes from teacher collaboration, department and PLC meetings.

Facilitator

Literacy Coach and Florida Standards Teacher

Participants

All Teachers

Schedule

Monthly, from 9/15/2014 to 6/4/2015

G5.B3 Socio-Economic Factors

G5.B3.S1 Continue to use strategies learned through poverty awareness, CRISS cooperative structures staff development, collaboration training and focus on reading content.

PD Opportunity 1

Continue Strategies learned through poverty awareness and Cooperative Structures staff development. Teachers will continue with CRISS strategies and all Teachers will have collaborative training. The focus this year will be on close reading.

Facilitator

Literacy Coach, Florida Standards Teacher and District Academic Services Department

Participants

All teachers and administrators

Schedule

Daily, from 8/18/2014 to 6/4/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 4: Increase the the math Annual Measurable Objectives (AMO's) for all students from 61% to 62%	13,718
Grand Total	13,718

Goal 4: Increase the the math Annual Measurable Objectives (AMO's) for all students from 61% to 62%

Description	Source	Total
B1.S1.A1 - Will use 1/2 of Collaborative Time Funding	Other	4,221
B1.S1.A1 - Will use 1/2 of SAI Funding	Other	9,497
Total Goal 4		13,718