2013-2014 SCHOOL IMPROVEMENT PLAN

Tavares High School

603 N NEW HAMPSHIRE AVE

Tavares, FL 32778

352-343-3007

http://lake.k12.fl.us/ths

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
High School	Yes	48%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	31%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
PENDING	B	B	B	A

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
Tavares High School

Principal
Dr. Janice Boyd

School Advisory Council chair
Elyza Rodriguez

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

Name	Title
Edward R. Jones	Assistant Principal I
William Skelton	Assistant Principal II
Charlotte Williams	Assistant Principal II

District-Level Information

District
Lake

Superintendent
Dr. Susan Moxley

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

School Advisory Council (SAC)

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

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, Student Counsel President, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

Tavares High School's Advisory Council meets monthly during the school year. The council is elected by the school's stakeholders (parents, community members, staff) as described in the School Advisory

Council's bylaws. It is composed of community and parent representatives (this group represents the largest percentage of voting members) as well as members of the school's staff. The primary function of the council is to develop and oversee the implementation of the School Improvement Plan and the School Improvement Plan's Budget. The council's meetings are open to the public and input is solicited, although only duly-elected council members are allowed to make motions and cast votes. A quorum must be present in order for motions to be made and action to be taken. Meetings are announced in advance via the school website e-mail, and the school message board.

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

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
4

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

Administrator Information:

Dr. Janice Boyd		
Principal	Years as Administrator: 20	Years at Current School: 0

Credentials	BS – History, Florida Southern College; MS Degree – Mathematics, Nova University; Ed.S. Degree – Educational Leadership, Nova University; Ed.D. Degree- Educational Leadership, University of Central Florida; Certified by the State of Florida in School Principal, Educational Leadership, Mathematics 6-12, History 6-12 and has a middle school endorsement.
Performance Record	First year as Principal of Tavares High School 2013-2014. Principal of Windy Hill MS in 2012-2013: Grade: B, Reading Proficiency: 60%, Math Proficiency: 57%, Science Proficiency: 49%, Writing Proficiency: 55%. AMO: Did not make target AMO in any Subgroup for Reading and Math. Principal of Gray MS in 2011-2012: Grade: A, Reading Proficiency: 64%, Math Proficiency: 58%, Science Proficiency: 66%, Writing Proficiency: 80%. AMO: Asian, Hispanic, ELL, and SWD did not meet the AMO target in reading. Asian, Hispanic, ELL, SWD, and Economically Disadvantaged did not meet the AMO target in math. Principal of Gray MS in 2010-2011: Grade: A, Reading Proficiency: 71%, Math Proficiency: 69%, Science Proficiency: 59%, Writing Proficiency: 83%. AYP: 82%, Total and Hispanic did not make AYP in reading. Total, White, Hispanic, Economically Disadvantaged and SWD did not make AYP in math. Principal of Gray MS in 2009-2010: Grade: A, Reading Proficiency: 68%, Math Proficiency: 68%, Science Proficiency: 56%, Writing Proficiency: 93%. AYP: 82%, Total, Economically Disadvantaged and SWD did not make AYP in reading. Total, Hispanic, Economically Disadvantaged and SWD did not make AYP in math. Principal of Gray MS in 2009-2010: Grade: A, Reading Proficiency: 68%, Math Proficiency: 68%, Science Proficiency: 56%, Writing Proficiency: 93%. AYP: 82%, Total, Economically Disadvantaged and SWD did not make AYP in reading. Total, Hispanic, Economically Disadvantaged and SWD did not make AYP in math. Principal of Gray MS in 2008-2009: Grade: A, Reading Proficiency: 70%, Math Proficiency: 73%, Science Proficiency: 55%, Writing Proficiency: 91%. AYP: 77%, Black, Hispanic, Economically Disadvantaged, ELL and SWD did not make AYP in reading. Black, Hispanic, Economically Disadvantaged and SWD did not make AYP in math.

Charlotte Williams		
Asst Principal	Years as Administrator: 4	Years at Current School: 0

Credentials	Bachelor of Arts, Special Education, University of Florida. Master of Science – Educational Leadership, Certification: Education leadership, State of Florida.
Performance Record	First year as Assistant Principal at Tavares High School 2013-2014 2012-2013 – Assistant Principal – Tavares Middle School Grade C 55% Reading mastery, 53% Math mastery, 38% Writing mastery, 43% Science, 52% Reading gains for lowest 25%, 53% Math gains for lowest 25%. Did not make targeted AMOs in reading except for the subgroup Asian – 71%. Did not make targeted AMOs in math for any subgroup 2011-2012 Assistant Principal – Tavares Middle School Grade B 59% Reading mastery, 55% Math mastery, 79% Writing, 50% Science 57% Reading gains for lowest 25% quartile, 56% Math gains for lowest 25% quartile. 2010-2011 Assistant Principal – Tavares Middle School Grade A 72% Reading mastery, 66% Mathematics mastery, 60% lowest quartile students made AYP in Reading, 61% lowest quartile students made AYP in Mathematics. Tavares middle school did not meet federal adequate yearly progress under no child left behind. AYP: 30% White, 33% African American, 35% Hispanic, 42% Economically Disadvantaged and 62% students with disabilities. Did not make AYP in Reading. AYP: 33% White, 66% African American, 42% Hispanic, 49% Economically Disadvantaged and 64% students with disabilities. Did not make AYP in mathematics.

Edward R. Jones		
Asst Principal	Years as Administrator: 16	Years at Current School: 5

Credentials	M.Ed. Educational Leadership B.S. Education Business Education Local Director of Vocational Ed VOE Middle School Endorsement ESOL 78 hours
Performance Record	Tavares High School, 12-13, Grade Pending, 51% reading proficiency, 64% math proficiency, 58% writing proficiency, 76% science proficiency, 62% learning gains in reading, 67% learning gains in math, 66% lowest 25% learning gains in reading, 66% lowest 25% learning gains in math. Target AMO was met in Reading for the Subgroup Black/African American. In Math the Target AMO was met the the Subgroups Black/African, Hispanic, White, and Economically Disadvantaged. Tavares High School, 11-12, Grade: B, 50% reading proficiency, 58% math proficiency, 85% writing proficiency, 61% learning gains in reading, 56% learning gains in math, 67% lowest 25% learning gains in reading, 61% lowest 25% learning gains in math. Did not make Target AMO in Reading but made it in Math. Tavares High School, 10-11, B, 48% reading proficiency, 80% Math proficiency, 76% writing proficiency, 45% science proficiency, 50% learning gains in reading, 77% learning gains in Math, 46% lowest 25% learning gains in reading, 63% lowest 25% learning gains in Math, did not make AYP. Tavares High School, 09-10, A grade, 51% reading proficiency, 76% math proficiency, 83% writing proficiency, 45% science proficiency, 56% reading learning gains, 74% math learning gains, 53% lowest 25% reading gains, 62% lowest 25% math gains; did not make AYP. Tavares High School, 08-09, B grade, 48% reading proficiency, 76% math proficiency, 79% writing proficiency, 44% science proficiency; 48% reading learning gains, 76% math learning gains; 48% lowest 25% learning gains in reading, 66% lowest 25% learning gains in math; did not make AYP.

William Skelton		
Asst Principal	Years as Administrator: 10	Years at Current School: 0

Credentials	BS –Mathematics Education, Florida International University; MS Degree–Educational Leadership, Nova University; Certified by the State of Florida in School Principal and Mathematics 6-12
Performance Record	Assistant Principal of Tavares High School 2013-2014: First year as Assistant Principal. Assistant Principal of Gray MS in 2012-2013: Grade: B, Reading Proficiency: 61%, Math Proficiency: 53%, Writing Proficiency: 53%, Science Proficiency: 65%, Reading Gaines for Lowest 25%: 65%, Math Gaines for Lowest 25%; 53%. AMO: No subgroup made AMO. Assistant Principal of Gray MS in 2011-2012: Grade: A, Reading Proficiency: 64%, Math Proficiency: 58%, Science Proficiency: 66%, Writing Proficiency: 80%. Assistant Principal of Gray MS in 2010-2011: Grade: A, Reading Proficiency: 71%, Math Proficiency: 69%, Science Proficiency: 59%, Writing Proficiency: 83%. AYP: 82%, Total and Hispanic did not make AYP in reading. Total, White, Hispanic, Economically Disadvantaged and SWD did not make AYP in math. Assistant Principal of Gray MS in 2009-2010: Grade: A, Reading Proficiency: 68%, Math Proficiency: 68%, Science Proficiency: 56%, Writing Proficiency: 93%. AYP: 82%, Total, Economically Disadvantaged and SWD did not make AYP in reading. Total, Hispanic, Economically Disadvantaged and SWD did not make AYP in math. Assistant Principal of Gray MS in 2008-2009: Grade: A, Reading Proficiency: 70%, Math Proficiency: 73%, Science Proficiency: 55%, Writing Proficiency: 91%. AYP: 77%, Black, Hispanic, Economically Disadvantaged, ELL and SWD did not make AYP in reading. Black, Hispanic, Economically Disadvantaged and SWD did not make AYP in math.

Instructional Coaches

# of instructional coaches
1

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

Instructional Coach Information:

Carolyn Lester		
Full-time / School-based	Years as Coach: 1	Years at Current School: 9

Areas	Reading/Literacy
Credentials	BA Secondary Education/History/Speech Reading Endorsement ESOL Endorsement English Certification 6-12 Social Science Certification 6-12
Performance Record	Tavares High School, 12-13, Grade Pending, 51% reading proficiency, 64% math proficiency, 58% writing proficiency, 76% science proficiency, 62% learning gains in reading, 67% learning gains in math, 66% lowest 25% learning gains in reading, 66% lowest 25% learning gains in math. Target AMO was met in Reading for the Subgroup Black/African American. In Math the Target AMO was met the the Subgroups Black/African, Hispanic, White, and Economically Disadvantaged. Tavares High School, 11-12, Grade: B, 50% reading proficiency, 58% math proficiency, 85% writing proficiency, 61% learning gains in reading, 56% learning gains in math, 67% lowest 25% learning gains in reading, 61% lowest 25% learning gains in math. Did not make Target AMO in Reading but made it in Math. Tavares High School, 10-11, B, 48% reading proficiency, 80% Math proficiency, 76% writing proficiency, 45% science proficiency, 50% learning gains in reading, 77% learning gains in Math, 46% lowest 25% learning gains in reading, 63% lowest 25% learning gains in Math, did not make AYP. Tavares High School, 09-10, A grade, 51% reading proficiency, 76% math proficiency, 83% writing proficiency, 45% science proficiency, 56% reading learning gains, 74% math learning gains, 53% lowest 25% reading gains, 62% lowest 25% math gains; did not make AYP. Tavares High School, 08-09, B grade, 48% reading proficiency, 76% math proficiency, 79% writing proficiency, 44% science proficiency; 48% reading learning gains, 76% math learning gains; 48% lowest 25% learning gains in reading, 66% lowest 25% learning gains in math; did not make AYP.

Classroom Teachers

# of classroom teachers
63

 # receiving effective rating or higher
54, 86%

 # Highly Qualified Teachers
95%

 # certified in-field
57, 90%

 # ESOL endorsed

13, 21%

 # reading endorsed

5, 8%

 # with advanced degrees

23, 37%

 # National Board Certified

7, 11%

 # first-year teachers

9, 14%

 # with 1-5 years of experience

12, 19%

 # with 6-14 years of experience

15, 24%

 # with 15 or more years of experience

27, 43%

Education Paraprofessionals

# of paraprofessionals

5

 # Highly Qualified

5, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

7

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

1. 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

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

All new teachers must complete New Beginnings, an annual professional learning opportunity for new Lake County teachers. The new teachers learn about inportant 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.

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

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

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

The MTSS Leadership Team will meet monthly to collaborate and analyze academic and behavioral data related to the MTSS process. Recommendations from teachers and counselors will be reviewed by the MTSS Leadership Team as to whether or not the student should be placed into the MTSS process. This will be monitored by data collected from various sources such as FAIR assessments, Benchmark testing, progress reports, report cards, FCAT STAR, Decision Ed, EOC's, and end of year FCAT 2.0 results.

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

The school-based MTSS Leadership Team consists of the Assistant Principal (Edward R. Jones), Literacy Coach(Carolyn Lester), ESE Specialist(Michelle Mitchell), Support Facilitator (Ken Carmickel), Guidance Counselor(Donna Timson), School Psychologist(Camille Jones), Social Worker (Rachel Sadlemire). The MTSS leadership team will meet the monthly to analyze data from the FAIR assessments and Edusoft tests. Based upon the data, the team will identify professional development and resources. The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, and make decisions about implementations.

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

The team is responsible for putting a data-based action plan together that will focus the school's goals of meeting the needs of the students. The MTTS team will oversee the implementation of the action plan, focusing on interpreting the data, on developing core instruction, and on planning strategies and activities for Tier I/II/III interventions. The team will meet the 2nd Wednesday of each month, and other times as needed, to discuss and report on the status of the implementation of the plan.

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

FCAT 2.0 results, Progress Monitoring and Reporting Network(PMRN), FAIR Assessment, EOC's, Writing Assessment. Also, the following will be used: Edusoft Benchmark Exams, Mini Assessments, FCAT Star, Progress Monitoring: PMRN, Focus Lesson Assessment, Midyear: FAIR, DOE Math/Science

and Writing Assessments, End of Year: FCAT 2.0 results, FAIR, EOC's and Writing. AS400/FIDO/Decision ED will be used for attendance and discipline.

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

The District will provide MTTS training for principals and MTTS teams. The District will provide ongoing training and technical assistance will be offered, as needed. Professional development will be provided to teachers during common planning time, during district in-service days, and during small sessions throughout the year. Professional development activities will be provided through in-services. Teacher's Deliberate Practice plans will be monitored by their assigned administrators. The District School-Based MTSS Plan will be used.

Literacy Leadership Team (LLT)

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

Name	Title
Carolyn Lester	Literacy Coach
Edward R. Jones	Assistant Principal
Melissa Benson	Coop Teacher ESE
Britny Carlock	Reading Teacher
Kimberley Kauper	Spanish Teacher
Anjanette McGregor	English Teacher
Elizabeth Musselwhite	English Teacher
Lisa Rodrigue	Reading Teacher
David Sanford	Reading Teacher
Andrea Vineyard	ESE Teacher

How the school-based LLT functions

Literacy Coach is the Chair. Team meets monthly to discuss increasing literacy activities within the school. An agenda and minutes are used for each meeting.

Major initiatives of the LLT

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. This year the focus will be on cooperative structures.

Every Teacher Contributes to Reading Instruction

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

All teachers will have CRISS training. The Literacy Coach will provide Cooperative structures training to all teachers. The Literacy Coach will also work with classroom teachers on reading stragtegies. Reading teachers will receive training on the use of Achieve 3000. We have 28 NGCARPD teachers, 7 CARPD teachers, 6 teachers are reading endorsed and 2 teachers are reading certified.

College and Career Readiness

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

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 the FCAT 2.0, EOC's and benchmark tests will be provided the opportunity to take Honors and AP classes. Through a weekly homebase program, topics that help students see the relationships between subjects and relevance to their future are presented.

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

Students select relevant courses that relate to their field of study. Through a weekly 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 4 CTE Academies: Culinary Arts, Agriculture, Game Simulation Animation Programming, and Health Science. Our plans are to add one more Academy called Legal Administrative Specialist during this school year. 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.

Strategies for improving student readiness for the public postsecondary level

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 4 CTE Academies: Culinary Arts, Agriculture, Game Simulation Animation Programming, and Health Science. Our plans are to add one more academy called Legal Administrative Specialist this school 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	62%	51%	No	66%
American Indian				
Asian	97%	65%	No	97%
Black/African American	39%	34%	No	45%
Hispanic	58%	42%	No	62%
White	64%	54%	No	68%
English language learners				
Students with disabilities	42%	20%	No	48%
Economically disadvantaged	53%	41%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	143	23%	31%
Students scoring at or above Achievement Level 4	164	27%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		50%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		75%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	323	49%	67%
Students in lowest 25% making learning gains (FCAT 2.0)	88	61%	66%

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]*		75%
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]*		50%
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]*		0%

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.	283	67%	72%

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	161	56%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

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	53%	64%	Yes	57%
American Indian				
Asian				
Black/African American	41%	49%	Yes	47%
Hispanic	48%	57%	Yes	53%
White	57%	68%	Yes	61%
English language learners				
Students with disabilities	50%	40%	No	55%
Economically disadvantaged	49%	53%	Yes	54%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		75%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	285	66%	70%
Students in lowest 25% making learning gains (EOC)	90	65%	68%

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.	215	50%	55%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	81	30%	40%
Students scoring at or above Achievement Level 4	15	6%	10%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	131	48%	51%
Students scoring at or above Achievement Level 4	62	23%	26%

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]*		50%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	128	44%	47%
Students scoring at or above Achievement Level 4	79	27%	30%

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)	7		12
Participation in STEM-related experiences provided for students	296	23%	28%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	215	16%	21%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		100%	100%
Students taking one or more advanced placement exams for STEM-related courses	112	9%	14%
CTE-STEM program concentrators	91		110
Students taking CTE-STEM industry certification exams	70	100%	100%
Passing rate (%) for students who take CTE-STEM industry certification exams		53%	58%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	663	52%	60%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	15	2%	7%
Completion rate (%) for CTE students enrolled in *accelerated* courses		100%	100%
Students taking CTE industry certification exams	70	30%	35%
Passing rate (%) for students who take CTE industry certification exams		53%	60%
CTE program concentrators	91	14%	20%
CTE teachers holding appropriate industry certifications	4	100%	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	188	15%	10%
Students in ninth grade with one or more absences within the first 20 days	33	9%	4%
Students in ninth grade who fail two or more courses in any subject	148	40%	35%
Students with grade point average less than 2.0	216	17%	12%
Students who fail to progress on-time to tenth grade	35	10%	5%
Students who receive two or more behavior referrals	106	8%	5%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	106	8%	5%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	38	2%	2%
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)	272	81%	86%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	42	56%	61%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	267	80%	85%

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

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 invovled in their child's education.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents of level 1 students	10	10%	15%

Goals Summary

G1. To continue to improve and ensure the safety and security for students, faculty and staff at our 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 implement bring your own technology to school for students.

G4. Increase the percent of students scoring at level 3.5 or above in writing from 62% to 80%.

G5. Increase the reading Annual Measurable Objectives (AMOs) for all students at or above level 3 on FCAT 2.0 from 51% to 66% and every other performance area included in School Grade calculations will improve by 5 percentage points.

Goals Detail

G1. To continue to improve and ensure the safety and security for students, faculty and staff at our school.

Targets Supported
- Additional Targets

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

Plan to Monitor Progress Toward the Goal

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 or Persons Responsible
Assistant Principal in-charge of school safety.

Target Dates or Schedule:
Fire drills monthly, tornado drills twice a year, and lockdown drills twice a month.

Evidence of Completion:
Safety inspections, drill reports, safety reports, climate survey, SESIR data, and accident reports.

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

Targets Supported
- Additional Targets

Resources Available to Support the Goal
- 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.

Targeted Barriers to Achieving the Goal
- Staff awareness of on campus bullying and difficulty of monitoring cyber bullying.

Plan to Monitor Progress Toward the Goal

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 or Persons Responsible
Principal, Team members(William Skelton-AP, Donna Timson-Counselor, Bonnie Watkins-Teacher/ Athletic Director); Committee members(Kim Fisher-Teacher, Coranelle Glass-Teacher, Nancy Grucaz-Teacher, and Anita Williams-Teacher).

Target Dates or Schedule:
We will begin the initial in-service of school employees at the September 4th faculty meeting. The anti-bullying program for students will begin September 4th during their home bases. The faculty and staff will take an online survey based on the sample in the implementation plan book. Teachers will collaborate during their weekly meeting to incorporate anti-bullying themes in the curriculum. Staff will be trained at faculty meetings; students will be notified during home bases; parents will access the information from the school's website. Classroom walkthroughs and TEAM will be used to monitor for fidelity of implementation throughout the year.

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 implement bring your own technology to school for students.

Targets Supported
- Additional Targets

Resources Available to Support the Goal
- Computer labs, student computers, software programs for instruction, LCM projectors, smart boards, and professional staff development.

Targeted Barriers to Achieving the Goal
- Teacher proficiency with new technology.

Plan to Monitor Progress Toward the Goal

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 or Persons Responsible
Tech cons, ILS, and Administration.

Target Dates or Schedule:
Various times throughout the school year.

Evidence of Completion:
Surveys, edusoft reports, sign-in sheets for in-services.

G4. Increase the percent of students scoring at level 3.5 or above in writing from 62% to 80%.

Targets Supported
- Writing

Resources Available to Support the Goal
- Teachers, Lake Writes, PLC's, Edusoft, Common Core, and Professional Development.

Targeted Barriers to Achieving the Goal
- Formulaic writing, lack of basic skills, and not enough writing in content areas.

Plan to Monitor Progress Toward the Goal

Direct grammar instruction, use of cornell notes, Benchmark testing results, use of Edusoft, Department notes, and PLC collaboration notes.

Person or Persons Responsible
Literacy Coach and Administration

Target Dates or Schedule:
On going throughout the year

Evidence of Completion:
Benchmark testing results, progress reports, report cards, walkthoughs, classroom observations, eSembler, Lake Writes and TEAM.

G5. Increase the reading Annual Measurable Objectives (AMOs) for all students at or above level 3 on FCAT 2.0 from 51% to 66% and every other performance area included in School Grade calculations will improve by 5 percentage points.

Targets Supported

Resources Available to Support the Goal

- District Attendance Policy, School Messenger call out system, Monthly Department Meetings, Teacher collaboration, Cross curricular instruction with access to honors classes, AVID Program for 9th, 10th, and 11th grade, and Strategies learned through poverty awarenees staff development

Targeted Barriers to Achieving the Goal

- Attendance Rate of Students

- Lack of motivation

- Socio-Economic Factors

Plan to Monitor Progress Toward the Goal

School Messenger, monthly department meetings for collaboration, district code of conduct, cross curricular instruction, proverty awareness , CRISS training, and cooperative structures staff development.

Person or Persons Responsible

Literacy Coach and Administration

Target Dates or Schedule:

Daily - School messenger Monthly department meetings - monthly District Code of Conduct - 1st two days of school Cross curricular instruction - on going CRISS training - August and September 2013 Cooperative Structures - September 2013 and on going

Evidence of Completion:

Daily reports received from school messenger. Checking Quartely attendance reports, monitoring eSembler, AS400, and conferences with counselors.

Action Plan for Improvement

Problem Solving Key

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

G1. To continue to improve and ensure the safety and security for students, faculty and staff at our 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 proceedures.

Action Step 1

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 or Persons Responsible

Assistant Principal in-charge of school safety.

Target Dates or Schedule

Fire drills monthly, tornado drills twice a year, and lockdown drills twice a month.

Evidence of Completion

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

Facilitator:

School's Safety Coordinator/District Safe School Coordinator

Participants:

School-Wide personnel as needed.

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

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 or Persons Responsible

Assistant Principal in-charge of school safety.

Target Dates or Schedule

Fire drills monthly, tornado drills twice a year, and lockdown drills twice a month.

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B1.S1

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 or Persons Responsible

Assistant Principal in-charge of school safety.

Target Dates or Schedule

Fire drills monthly, tornado drills twice a year, and lockdown drills twice a month.

Evidence of Completion

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

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.

Action Step 1

Implement the LCS Bullying-Proofing Your School Plan curriculum.

Person or Persons Responsible

Principal, Team members(William Skelton-AP, Donna Timson-Counselor, Bonnie Watkins-Teacher/ Athletic Director); Committee members(Kim Fisher-Teacher, Coranelle Glass-Teacher, Nancy Grucaz-Teacher, and Anita Williams-Teacher).

Target Dates or Schedule

We will begin the initial in-service of school employees at the September 4th faculty meeting. The anti-bullying program for students will begin September 4th during their home bases. The faculty and staff will take an online survey based on the sample in the implementation plan book. Teachers will collaborate during their weekly meeting to incorporate anti-bullying themes in the curriculum. Staff will be trained at faculty meetings; students will be notified during home bases; parents will access the information from the school's website.

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.

Facilitator:

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

Participants:

Teachers, staff and administrators.

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

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

Person or Persons Responsible

Principal, Team members(William Skelton-AP, Donna Timson-Counselor, Bonnie Watkins-Teacher/ Athletic Director); Committee members(Kim Fisher-Teacher, Coranelle Glass-Teacher, Nancy Grucaz-Teacher, and Anita Williams-Teacher).

Target Dates or Schedule

We will begin the initial in-service of school employees at the September 4th faculty meeting. The anti-bullying program for students will begin September 4th during their home bases. The faculty and staff will take an online survey based on the sample in the implementation plan book. Teachers will collaborate during their weekly meeting to incorporate anti-bullying themes in the curriculum. Staff will be trained at faculty meetings; students will be notified during home bases; parents will access the information from the school's website. Classroom walkthroughs and TEAM will be used to monitor for fidelity of implementation throughout the year.

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 G2.B1.S1

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 or Persons Responsible

Principal, Team members(William Skelton-AP, Donna Timson-Counselor, Bonnie Watkins-Teacher/ Athletic Director); Committee members(Kim Fisher-Teacher, Coranelle Glass-Teacher, Nancy Grucaz-Teacher, and Anita Williams-Teacher).

Target Dates or Schedule

We will begin the initial in-service of school employees at the September 4th faculty meeting. The anti-bullying program for students will begin September 4th during their home bases. The faculty and staff will take an online survey based on the sample in the implementation plan book. Teachers will collaborate during their weekly meeting to incorporate anti-bullying themes in the curriculum. Staff will be trained at faculty meetings; students will be notified during home bases; parents will access the information from the school's website. Classroom walkthroughs and TEAM will be used to monitor for fidelity of implementation throughout the year.

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 implement bring your own technology to school for students.

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.

Action Step 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.

Person or Persons Responsible

Tech cons, ILS, and Administration.

Target Dates or Schedule

Various times throughout the school year

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of 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.

Person or Persons Responsible

Tech cons, ILS, and Administration.

Target Dates or Schedule

Various times throughout the school year.

Evidence of Completion

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

Plan to Monitor Effectiveness of 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.

Person or Persons Responsible

Tech cons, ILS, and Administration.

Target Dates or Schedule

Various times throughout the school year.

Evidence of Completion

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

G4. Increase the percent of students scoring at level 3.5 or above in writing from 62% to 80%.

G4.B1 Formulaic writing, lack of basic skills, and not enough writing in content areas.

G4.B1.S1 Direct grammar instruction, teachers will be NG CAR-PD trained, AVID program strategies, cornell notes, Edusoft and PLC collaboration.

Action Step 1

Direct grammar instruction, teachers be NG CAR-PD, AVID program strategies, cornell notes, Edusoft, and PLC collaboration.

Person or Persons Responsible

Classroom teachers, Department Chairs, and Literacy Coach

Target Dates or Schedule

Beginning of the school year and continuing throughout

Evidence of Completion

Benchmark testing, Classroom walkthroughs, progress reports, report cards, eSembler, collaboration notes, TEAM, and results on the 2014 FCAT 2.0 writing.

Facilitator:

Literacy Coach and District Academic Services-Profession Development

Participants:

All teachers

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

Direct grammar instruction, use of cornell notes, Benchmark testing results, use of Edusoft, Department notes, and PLC collaboration notes.

Person or Persons Responsible

Literacy Coach and Administration

Target Dates or Schedule

Periodically throughout the year

Evidence of Completion

Benchmark testing results, progress reports, report cards, walkthoughs, classroom observations, eSembler, TEAM, and Lake Writes.

Plan to Monitor Effectiveness of G4.B1.S1

Direct grammar instruction, use of cornell notes, Benchmark testing results, use of Edusoft, Department notes, and PLC collaboration notes.

Person or Persons Responsible

Literacy Coach and Administration

Target Dates or Schedule

Periodically throughout the year

Evidence of Completion

Benchmark testing results, progress reports, report cards, walkthoughs, classroom observations, eSembler, Lake Writes and TEAM.

G5. Increase the reading Annual Measurable Objectives (AMOs) for all students at or above level 3 on FCAT 2.0 from 51% to 66% and every other performance area included in School Grade calculations will improve by 5 percentage points.

G5.B1 Attendance Rate of Students

G5.B1.S1 School Messenger

Action Step 1

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

Person or Persons Responsible

Assistant Principal in-charge of school messenger.

Target Dates or Schedule

Attendance is collected daily and a auto message is sent out nightly to parents of students who were absent.

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

Makes sure that call out when out showing parents contacted.

Person or Persons Responsible

AP in-charge of school messenger.

Target Dates or Schedule

Daily basis.

Evidence of Completion

Daily report received.

Plan to Monitor Effectiveness of G5.B1.S1

Daily report of parents contacted and percentage

Person or Persons Responsible

AP in-charge of school messenger

Target Dates or Schedule

Daily

Evidence of Completion

Monitor esembler and conference with counselors about student absences.

G5.B1.S2 Monthly Department meetings for collaboration

Action Step 1

Monthly Department meetings for collaboration will be held for the purpose of collaboring 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 or Persons Responsible

Department Chairs, Teachers in the Department, Principal, and Assistant Principal who is incharge supervising the Department.

Target Dates or Schedule

Departments will meet on the 2nd Wednesday of each month.

Evidence of Completion

Progress reports, report cards, benchmark testing, walkthroughs, classroom observations, eSembler, Lake Writes, attendance reports, AS400, and conferences with counselors.

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

Monthly Department meetings for collaboration will be held for the purpose of collaboring 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 or Persons Responsible

Department Chairs, Teachers in the Department, Principal, and Assistant Principal who is incharge supervising the Department.

Target Dates or Schedule

Departments will meet on the 2nd Wednesday of each month.

Evidence of Completion

Progress reports, report cards, benchmark testing, walkthroughs, classroom observations, eSembler, Lake Writes, attendance reports, AS400, and conferences with counselors.

Plan to Monitor Effectiveness of G5.B1.S2

Monthly Department meetings for collaboration will be held for the purpose of collaboring 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 or Persons Responsible

Monthly Department meetings for collaboration will be held for the purpose of collaboring 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.

Target Dates or Schedule

Departments will meet on the 2nd Wednesday of each month.

Evidence of Completion

Progress reports, report cards, benchmark testing, walkthroughs, classroom observations, eSembler, Lake Writes, attendance reports, AS400, 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.

Action Step 1

District Code of Conduct for students

Person or Persons Responsible

Homebase Teacher

Target Dates or Schedule

During the first two days of school as well as reviewing during the year.

Evidence of Completion

Reduction of referrals as well as out of school suspensions.

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

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

Person or Persons Responsible

Homesbase Teachers, administration, as well as teacher in-charge of Homebase activities.

Target Dates or Schedule

During Homebase the first two days of school and review during the year in Homebase.

Evidence of Completion

Reduction in referral and out of school suspensions.

Plan to Monitor Effectiveness of G5.B1.S3

District Code of Conduct for students.

Person or Persons Responsible

Homebase teachers, administration, and teacher in-charge of homebase activities.

Target Dates or Schedule

During weekly homebase and review throughout the year.

Evidence of Completion

Reduction in referrals and out of school suspensions.

G5.B2 Lack of motivation

G5.B2.S1 Cross curricular instruction with access to honors classes as well as the AVID Program 9-11.

Action Step 1

All teachers will have CRISS training. Evaluate progress reports and report cards. Teacher collaboration.

Person or Persons Responsible

Principal, AP in-charge of AVID Program and counselors.

Target Dates or Schedule

Continuous through out the school year. CRISS training will take place at beginning of the school year and it will be used through out the school year.

Evidence of Completion

Progress reports, report cards, fair testing, benchmark testing, and FCAT 2.0.

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

All teachers will have CRISS training. Evaluate progress reports and report cards. Teacher collaboration.

Person or Persons Responsible

Principal, AP in-charge of AVID Program, and Counselors

Target Dates or Schedule

Continuous throughout the year. CRISS training for all teachers and administrators took place at the beginning of the school year and will be completed in September 2013.

Evidence of Completion

Progress reports, report cards, fair testing, benchmark testing, and FCAT 2.0.

Plan to Monitor Effectiveness of G5.B2.S1

All teachers will have CRISS training. Evaluate progress reports and report cards. Teacher collaboration.

Person or Persons Responsible

Principal, AP in-charge of AVID Program, and Counselors

Target Dates or Schedule

Continuous throughout the year. CRISS training for all teachers and administrators took place at the beginning of the school year and will be completed in September 2013.

Evidence of Completion

Progress reports, report cards, fair testing, benchmark testing, and FCAT 2.0.

G5.B3 Socio-Economic Factors

G5.B3.S1 Continue to use strategies learned through proverty awareness, CRISS and cooperative structures staff development.

Action Step 1

Continue Strategies learned through poverty awareness and Cooperative Structures staff development. All Teachers will have CRISS training.

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

CRISS training for teachers and administrators beginning in September 2013 Continues through out the school year. Family dinner will be held in November.

Evidence of Completion

Sign-in sheets, Truenorthlogic Registration, Certificate of completion, Fair tesing, Benchmark testing, FCAT 2.0, and review of progress reports and report cards.

Facilitator:

District Academic Services Department

Participants:

All teachers and administrators

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

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

Person or Persons Responsible

Literacy Coach and administration

Target Dates or Schedule

Continuously through out the school year especially after grading periods.

Evidence of Completion

FAIR testing, report cards, walk throughs, TEAM observations, FCAT 2.0.

Plan to Monitor Effectiveness of G5.B3.S1

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

Person or Persons Responsible

Literacy Coach and administration

Target Dates or Schedule

Continuously throughout the school year especially after grading periods.

Evidence of Completion

FAIR testing, report cards, walk throughs, TEAM observations, FCAT 2.0.

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

Supplemental Academic Instruction(SAI) funds will be use for e2020 student instruction. This program is used for credit recovery. By creating an after-school tutoring program using e2020, we can offer students the opportunity to recover lost credits, helping them to graduate on time. In addition, by offering summer remediation through e2020 for students who fail a class duing the year, we can help those student 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 are remaining, they will be used for supplies and Testing Coordinator during the summer during days of testing.

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. To continue to improve and ensure the safety and security for students, faculty and staff at our 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 proceedures.

PD Opportunity 1

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.

Facilitator

School's Safety Coordinator/District Safe School Coordinator

Participants

School-Wide personnel as needed.

Target Dates or Schedule

Fire drills monthly, tornado drills twice a year, and lockdown drills twice a month.

Evidence of Completion

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

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.

PD Opportunity 1

Implement the LCS Bullying-Proofing Your School Plan curriculum.

Facilitator

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

Participants

Teachers, staff and administrators.

Target Dates or Schedule

We will begin the initial in-service of school employees at the September 4th faculty meeting. The anti-bullying program for students will begin September 4th during their home bases. The faculty and staff will take an online survey based on the sample in the implementation plan book. Teachers will collaborate during their weekly meeting to incorporate anti-bullying themes in the curriculum. Staff will be trained at faculty meetings; students will be notified during home bases; parents will access the information from the school's website.

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.

G4. Increase the percent of students scoring at level 3.5 or above in writing from 62% to 80%.

G4.B1 Formulaic writing, lack of basic skills, and not enough writing in content areas.

G4.B1.S1 Direct grammar instruction, teachers will be NG CAR-PD trained, AVID program strategies, cornell notes, Edusoft and PLC collaboration.

PD Opportunity 1

Direct grammar instruction, teachers be NG CAR-PD, AVID program strategies, cornell notes, Edusoft, and PLC collaboration.

Facilitator

Literacy Coach and District Academic Services-Profession Development

Participants

All teachers

Target Dates or Schedule

Beginning of the school year and continuing throughout

Evidence of Completion

Benchmark testing, Classroom walkthroughs, progress reports, report cards, eSembler, collaboration notes, TEAM, and results on the 2014 FCAT 2.0 writing.

G5. Increase the reading Annual Measurable Objectives (AMOs) for all students at or above level 3 on FCAT 2.0 from 51% to 66% and every other performance area included in School Grade calculations will improve by 5 percentage points.

G5.B3 Socio-Economic Factors

G5.B3.S1 Continue to use strategies learned through proverty awareness, CRISS and cooperative structures staff development.

PD Opportunity 1

Continue Strategies learned through poverty awareness and Cooperative Structures staff development. All Teachers will have CRISS training.

Facilitator

District Academic Services Department

Participants

All teachers and administrators

Target Dates or Schedule

CRISS training for teachers and administrators beginning in September 2013 Continues through out the school year. Family dinner will be held in November.

Evidence of Completion

Sign-in sheets, Truenorthlogic Registration, Certificate of completion, Fair tesing, Benchmark testing, FCAT 2.0, and review of progress reports and report cards.