

Lake Mary High School

655 LONGWOOD LAKE MARY RD, Lake Mary, FL 32746

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0071>

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

39%

Alternative/ESE Center

No

Charter School

No

Minority

42%

School Grades History

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

School Board Approval

This plan was approved by the Seminole County School Board on 11/18/2014.

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	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Lake Mary High School students are prepared to enter an ever-changing, complex society equipped with a comprehensive academic foundation, a depth of knowledge, and a respect for self and others as productive citizens of the 21st Century.

Provide the school's vision statement

Lake Mary High School is committed to the development of the 21st Century student by providing rigorous courses that foster intellectual curiosity. Students will build expertise through integrated technology within a blended curriculum in which they will utilize creative and critical thinking skills. Students will be provided with opportunities to engage in diverse content areas that encourage entrepreneurship and leadership.

Lake Mary High School is committed to the students' personal development by utilizing curriculum that will focus on individual character and needs. Each course will provide strategies for students to learn the importance of collaboration and learning. Students will have the opportunity to explore future career interests through a diverse selection of electives that are relevant and valuable for an ever-changing society. Individuals will demonstrate personal integrity, the highest standards of behavior, and initiative in their education.

School Environment

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

Lake Mary High School is committed to serving the entire population of our school, regardless of cultural backgrounds. We continue to focus on building relationships with our students and parents which will lead to our teachers and administrators having a better understanding of the cultural make-up of our school. This is done through all classes, but one of our unique structures provides our students with a RAMS Period; a course designed to focus on student growth and goal setting. In this course, teachers work with students to build relationships, review academic progress, set goals for future success, and monitor their progress. For the past 5 years, our vision includes the use of the Positive Behavior Support Model in order to guide expected student behavior. Through this program, teachers focus on expectations of the desired behavior followed by the acknowledgement of that behavior when it occurs.

We also offer special opportunities for teachers to learn about cultures through our Multicultural Show in November and our Black History Month Show in February. In both productions, teachers and students perform skits, musical selections, and dance routines that provide a historical perspective of the various cultures served here at Lake Mary High School.

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

One of our School Goals states: "Continue to build character through positive, respectful relationships." We work to achieve this goal in a number of ways including programs such as Positive Behavior Support, our PTSA Respectful Rams, our Peer Connectors program, Challenge Day, the development of our student led spirit group called RAMNATION, and special presentations such as the Anti-Bullying Presentation presented by Sameer Hinduja. Our classroom doors are locked all day

to keep students safe, we practice fire drills and code red drills on a regular basis, and our security guards are stationed at the main entrance of the school daily to keep the campus secure.

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

At Lake Mary High School, we believe that through the process of building positive, respectful relationships, the management of student behavior will dramatically decrease. Our vision not only includes building positive relationships with students, but with parents as well. With this triangular relationship between teacher, parent, and student, the team can work together to influence positive classroom conduct. As a first step, when a child misbehaves, the teacher provides an intervention by speaking with the student in a one-on-one environment, provides communication with the parent, and then continues on with the lesson. If the behavior continues, the child is then assigned a detention for the first infraction, then a referral is written for any additional misconduct. With each referral, the Dean of Students seeks to provide interventions to help the child grow and improve their behaviors. Each Dean of Students works to ensure that this process is followed, especially with the most critical step of involving the parent in the intervention process. When a student continues to display behaviors that hinder their academic growth, our behavioral interventionist becomes involved in the process of developing a behavior plan to help the child grow.

Teachers were presented with this information during Pre-Planning in August. In addition, our new teachers receive additional training during their New Teacher Program throughout the year.

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

The social-emotional needs of students at Lake Mary are met on a daily basis through multiple avenues. Our first line of meeting these needs resides in the hands of our teachers. Our teachers are trained yearly to notice and respond to students who are in need of additional support. They work with our students every day and relay any information they uncover to the child's Guidance Counselor for additional support. In addition to teachers, several groups of students receive additional guidance and support from their Peer Connectors, Ram Initiative Mentors, and Rams Period Teacher. For students demonstrating an elevated need for services, many times, they are referred to our MTSS Team, At-Risk Team, or ESE Support Team. Each team plays an integral role in the development of a plan for success of each individual student.

In the first quarter of the school year, select faculty, staff, students, and community members participate in Challenge Day. This activity is designed to break down the walls that exist in students in order to help them feel comfortable in their daily lives and to stand up to the problems they are facing.

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

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Parent Information Network, (4) ensuring students show evidence of “owning their data” and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

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

Teachers and administrators are continually involved in local events and often invited to participate in their community’s celebrations. Administrators and teachers reach out to local businesses for participation in the school’s business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools.

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
Kotkin, Michael	Principal
Rice, Mike	Assistant Principal
Windt, Colleen	Assistant Principal
Morgan, Walt	Assistant Principal
McAuley, Keith	Assistant Principal
Marshall, Vanessa	Assistant Principal
Nelson, Cindy	Other
Dehlinger, Erin	Dean
Longarzo, Stephen	Dean

Duties

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

The Leadership Team at Lake Mary High School is a collaborative team that continually practices shared decision making through weekly Administrative Meetings. The team works together to monitor the development of our school goals, school data, and make adjustments as needed. Each member is responsible for a specific set of duties, including the Instructional Leadership of curricular departments, the monitoring of data for areas related to their curriculum, and other duties relating to the general functioning of the school.

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

Lake Mary High School will coordinate Supplemental Academic Instruction, and Exceptional Student Educational funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA funds to provide our school additional paraprofessionals that support instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Maria Zabaleta	Parent
Michelle Smith	Parent
Cynthia Rothman	Parent
Mike Rice	Education Support Employee
Sophia Parpia	Parent
Alisa Padilla	Education Support Employee
Jocelyn Ortiz	Student
Cindy Nelson	Education Support Employee
Louis Miscioscia	Parent
Ernie Meyers	Education Support Employee
Tamara McKendrick	Parent
Henry Matta	Business/Community
Andrea La-Rosa	Parent
Brenda Lanaris	Parent
Qurinus Joseph	Education Support Employee
Maxine Jones	Business/Community
Joe Inbornone	Parent
RT Hillery	Parent
Winnola Grigley	Teacher
Ellen Goldman	Parent
Kym Gaudreau	Teacher
Melissa Eubanks	Parent
Becky Erwin	Parent
Karen Durigan	Parent
Lisa Donovan	Parent
Chad Dennis	Parent
Erin Dehlinger	Education Support Employee
Wanda Chandia	Parent
Deborah Casillo	Teacher
Angel-Marie Carson	Parent
Linda Brinkley	Parent
Wendy Berghane	Parent
Sarah Amat	Parent
Tina Richardson	Parent
Traci Olson	Parent
Michael Kotkin	Principal
Lawrence Savallo	Student
Andrea Hernandez	Student

Name	Stakeholder Group
Shoshana Cohen	Parent
Elizabeth Amat	Student

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

Throughout the previous school year, Assistant Principals who supervised the various departments provided updated information as to their departments progress with regards to the SIP. This allowed our SAC to learn about the action plan of each department as well as allowed for the opportunity to ask questions for further understanding.

Development of this school improvement plan

The SAC has been informed from the very first meeting of the goals of Lake Mary High School for the 2014-2015 School Year. In addition, in our September meeting, the School Improvement Plan was presented to them and they were provided with the opportunity to give feedback.

Preparation of the school's annual budget and plan

Mr. Kotkin prepares the school budget each year and provides a copy of it to SAC to review.

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

School Improvement Funds were used to support the SAC Academic Growth Program Initiative (\$770). This program is designed to provide students in the Lower Quartile. In addition, this fund provided for teacher accounts on Planbook.com (\$1400), Challenge Day (\$1500), Classroom Novels for Reading (\$1400), and provided students with academic planners (\$8,600).

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Rice, Mike	Assistant Principal
Stafford, Tammy	Instructional Coach
Kotkin, Michael	Principal
Windt, Colleen	Assistant Principal
Morgan, Walt	Assistant Principal
Marshall, Vanessa	Assistant Principal
McAuley, Keith	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

This year's major initiative of the Lake Mary High School Literacy Leadership Team will be to integrate literacy instruction in every content area. We have developed a road-map that outlines the goals for the year. This document is reviewed often by all stakeholders which also helps in the guidance of our Professional Development plan. Literacy involves the ability for students to write on a regular basis. We will continue our writing program which involves a campus-wide prompt three times per year.

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

Lake Mary High School believes that Professional Learning Communities (PLC's) are the foundation of student achievement. Our teachers are provided with time after school every Wednesday to collaborate with their colleagues in an environment focused on curriculum and assessment. In addition, our master schedule has been developed with the concept of providing a "Common Plan" for content areas that have either an End of Course Exam (EOC) or the new Florida Standards Assessment. This "Common Plan" provides time in the daily teaching schedule where a team of teachers can review student work, develop plans to reteach, and plan for upcoming lessons and units.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one-on-one mentor. This support is provided beyond the first year.

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

Lake Mary High School has two school-wide mentors who work with administration to coordinate all mentoring activities on our campus. This school-wide mentors were trained by our county's new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day and a half with our school-wide mentors and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year. Once school begins, these new teachers meet regularly with their mentor, one who best fits their needs, and follow an agenda of recommended topics that are appropriate for each teacher's given situation. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before. In addition, all new teachers at Lake Mary High School attend a new teacher informational session once a week during our Rams period. On a weekly basis,

teachers are trained on everything from discipline to parent teacher conferences to managing classroom behavior. They meet as a group and are given direction and support from Administrators, Guidance Counselors, and/or teachers.

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

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards. Throughout the year, teachers meet in PLC's to ensure that they are all on the same page, adhering to the district-developed Instructional Plans.

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

At the beginning of the year, teachers are provided with a data folder that contains several sources of data that aid in the preparation of instruction. This data folder contains previous assessment data for students including FCAT Reading & Writing, EOC Math and Science, SAT, PSAT, ACT, and PERT. In addition, this folder provides basic background information that helps the teacher to provide for differentiated instruction. Through the PLC process, teachers regularly review student work to determine the need for remediation or an individualized plan to ensure mastery is achieved by every student, regardless of their background.

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: Weekend Program

Minutes added to school year: 1,860

RAM Camp

Strategy Rationale

Many of our students need additional support. RAM Camp offers students the ability to work with qualified teachers in a one-on-one environment where they can grow in the curriculum areas where they are struggling the most.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

McAuley, Keith, keith_mcauley@scps.k12.fl.us

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

Student learning gains on FCAT Reading Retakes, ACT, SAT, as compared to previous assessments.

Strategy: Summer Program

Minutes added to school year: 2,160

EOC Algebra I and Biology Boot Camp

Strategy Rationale

Students will receive the opportunity to break down the skills that they are lacking in order to pass the summer EOC Algebra I and Biology Assessment.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Nelson, Cindy, cindy_nelson@scps.k12.fl.us

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

EOC Algebra I and Biology Assessment Data

Strategy: After School Program

Minutes added to school year: 8,640

After School Tutorial - EOC Algebra 1 & FCAT Reading

Strategy Rationale

Many students experience trouble when taking the Algebra 1 and FCAT Reading Assessments. In an effort to provide additional support, successful teachers in these two content areas will provide students with direct, one-on-one instruction to meet their needs, thus leading to success on their assessment both in October and April.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

McAuley, Keith, keith_mcauley@scps.k12.fl.us

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

Throughout the year, student data from Discovery Education Progress Monitoring Assessments will be assessed. In addition, scores from the EOC Algebra Test and FCAT Reading will be reviewed.

Strategy: Weekend Program

Minutes added to school year: 840

PSAT Crash Course to prepare students in their quest to achieve National Merit Status.

Strategy Rationale

While students are receiving instruction on a daily basis that will enhance their ability to excel on the PSAT, this course provides specific instruction on the test taking skills and strategies needed for this assessment.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Rice, Mike, mike_rice@scps.k12.fl.us

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

Once the PSAT Scores are released for the current years test, students are monitored for growth as a whole, then they are broken down into more specific areas of Critical Reading, Writing, and Math to monitor the programs strengths and weaknesses.

Strategy: Summer Program

Minutes added to school year: 1,135

AP Boost Camp - AP Biology and AP Human Geography

Strategy Rationale

This program was developed to provide incoming Freshman with the skills and strategies needed to be successful in their Advanced Placement course.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Windt, Colleen, colleen_windt@scps.k12.fl.us

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

AP Exam Scores will be collected at the end of the year and compared to previous years where the AP Boost Camp was not provided. In addition, we will compare students who attended the camp versus those who did not.

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

Lake Mary High School invites students to participate in our Transition program. This program targets students from 8th grade that have struggled through their Middle School years and/or have not demonstrated proficiency on their FCAT Reading and Math assessments. Qualified teachers work to build relationships with students that motivate them to be successful in High School throughout the 6-week program, students are provided targeted instruction in the areas of Math, Language Arts, Science, and Life Skills. Once they begin in the fall, our transition students are assigned to a 2nd Year Peer Connector who mentors them on a weekly basis to guide them to a successful first year at LMHS.

In addition to the Transition Program for struggling 8th graders, we also provide an AP Boost Camp for students taking AP Biology or AP Human Geography. This transitional strategy is designed to provide students taking this course in their 9th grade year with the opportunity to learn the skills and strategies needed in order to demonstrate academic success throughout the year.

We also offer many other programs for incoming students such as our RAM Showcase, our Freshman Orientation in August, and our Parent Survival Program.

For our Exceptional Student Education (ESE) students, we participate in a program titled Project SEARCH which provides real-life work experience combined with on the job training. This program prepares Special Diploma students for life beyond high school with a goal of obtaining competitive employment in a job that can be rewarding for that individual.

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

Our Guidance Counselors meet regularly with students through a credit check process in which they analyze courses taken, set goals for future courses, and provide them with guidance on possible college and career paths. During our annual scheduling session in January, guidance counselors are available in the Media Center when their students register for classes. In addition, our guidance department offers a College Information Night, Financial Aid Night, Advanced Placement Information Night, Incoming 9th Grade Curriculum Night, SSC Decision Day, and the Many Looks of College Night which all provide students with information on the many possibilities their future may hold.

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

The Career and technical education programs at Lake Mary HS are Digital Design, Web Development, Drafting and Illustrative Design, T.V. Productions and Commercial Photography. Students can earn certifications for successful completion of both the course and industry certification testing in the following areas.

1. Digital Design: Adobe Certified Associate in Photoshop, InDesign and Illustrator
2. Web Development: Adobe Certified Associate in Photoshop, Dreamweaver and Flash
3. Drafting & Illustrative Design: Autodesk Certified User
4. TV Production: Adobe Certified Associate in Premiere
5. Commercial Photography Technology: Adobe Certified Associate in Photoshop

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

Our Program of Emphasis in Forensic Science and Legal Studies offers students coursework that is challenging, provides them with opportunities in career preparation, and ties in content from their core subject areas. Legal Studies teaches and fosters critical thinking and analytical skills, while reinforcing a common-sense approach to problem solving while Forensic Science uses scientific knowledge from a variety of disciplines to help shape the present and future of our justice system. With the rigorous coursework, both programs enhance the child's ability to perform on State Assessments.

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

Based on information from the High School Feedback Report, counselors work diligently with their students to help them choose course work appropriate to help them earn college ready test scores. We offer numerous programs throughout the year to inform students of their post-secondary options. LMHS offers a wide variety of academic and career education programs to prepare students for their life after high school. We also offer ongoing academic tutoring and test prep programs to help students achieve their post-secondary college goals.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will implement effective teaching instruction aligned to standards in preparation for the new Florida Standards Assessment.

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. Teachers will implement effective teaching instruction aligned to standards in preparation for the new Florida Standards Assessment. 1a

G053256

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	80.0
ELA/Reading Gains	74.0
ELA/Reading Lowest 25% Gains	70.0
Algebra I EOC Pass Rate	56.0
Geometry EOC Pass Rate	70.0
Math Gains	74.0
Math Lowest 25% Gains	66.0
FSA - English Language Arts - Proficiency Rate	70.0
AMO Reading - African American	58.0
AMO Math - African American	52.0

Resources Available to Support the Goal 2

- PLC/Florida Standards Team
- Instructional Coach
- Florida Standards
- Professional Development Budget
- Reading Endorsed Teachers
- Wednesday Professional Development Opportunities
- School-Wide Writing Team
- Common Planning Time for Algebra, Geometry, English 9, English 10, Biology, & Reading Teachers
- Various Computer Programs that integrate Literacy Practices (USA Test Prep, Study Island, etc.)
- Thursday Optional Professional Development Opportunities
- Behavior Specialist
- At- Risk Coordinator
- Positive Behavior Support Team
- MTSS Team
- District Writing Consultant
- Language Arts, Math, Science, & Social Studies District Leadership Cadres
- Digital Learning Coach
- New Teacher Program Mentors
- Tutorial Budget

Targeted Barriers to Achieving the Goal 3

- Time for Teacher Collaboration outside of Common Plan and Wednesday PD.
- Confidence in the utilization of literacy practices in all classes.
- Limited knowledge of the new Florida Standards Assessment.

Plan to Monitor Progress Toward G1. 8

We will receive feedback from our Administration, Curriculum Leaders, and Collaborative Improvement Team.

Person Responsible

Michael Kotkin

Schedule

Monthly, from 8/4/2014 to 5/27/2015

Evidence of Completion

Discussions in Admin Meetings, Discovery Education Progress Monitoring Assessments (PMA)

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. Teachers will implement effective teaching instruction aligned to standards in preparation for the new Florida Standards Assessment. **1**

 G053256

G1.B1 Time for Teacher Collaboration outside of Common Plan and Wednesday PD. **2**

 B134239

G1.B1.S1 Create a Professional Development Calendar that will allow for teachers to collaborate and learn strategies that will assist in literacy instruction. **4**

 S146084

Strategy Rationale

With so many initiatives taking place, it is important that teacher time to plan and collaborate is protected. By developing a plan for Wednesday afternoons, this time can be structured, yet free for teachers to utilize in their curriculum development.

Action Step 1 **5**

Develop & Communicate the PD Calendar to all faculty members.

Person Responsible

Colleen Windt

Schedule

Weekly, from 8/4/2014 to 5/27/2015

Evidence of Completion

Emails, Agenda's, PD Calendar for Semester

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

PLC and department meetings will be monitored weekly.

Person Responsible

Colleen Windt

Schedule

Weekly, from 8/4/2014 to 5/27/2015

Evidence of Completion

PLC Collaborative Summary Document, Curriculum Leader Meeting Agendas, Lesson Plans, Common Assessments

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

Curriculum Leaders will review and discuss at their monthly meeting.

Person Responsible

Colleen Windt

Schedule

Monthly, from 8/4/2014 to 5/27/2015

Evidence of Completion

Curriculum Leader Meeting Minutes, Adaptation of Calendar

G1.B1.S2 Design and implement ongoing support for teachers through a day-long, uninterrupted curriculum planning day. 4

 S146085

Strategy Rationale

With the introduction of the Florida Standards, a new curriculum has been developed in many content areas thus leading to the need for teachers to have additional time to plan their approach to the teaching of this curriculum. By providing them with uninterrupted time, they can have discussions on the curriculum previously taught, strategies that have worked, and make plans to teach the upcoming content.

Action Step 1 5

Teachers will be given a full day of planning without students where they can discuss ways to integrate Literacy into their Curriculum.

Person Responsible

Michael Kotkin

Schedule

On 5/27/2015

Evidence of Completion

At the end of the planning day, a summary of the day's planning will be completed and submitted to their Assistant Principal.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

An agenda will be created to structure the curriculum planning meeting and a summary will be completed to capture the day's planning activities and steps for future growth.

Person Responsible

Mike Rice

Schedule

On 9/16/2014

Evidence of Completion

Agenda, Collaborative Team Summary Sheet

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Summaries of all Curriculum Development Days will be analyzed.

Person Responsible

Michael Kotkin

Schedule

Daily, from 9/15/2014 to 5/27/2015

Evidence of Completion

Classroom Walk-through Data, Testing Data

G1.B1.S3 Develop a monthly Professional Development menu for teachers that will meet their individual needs. These opportunities for growth will take place Thursdays during their planning period. 4

 S146086

Strategy Rationale

Often times, schools develop plans for teachers based on what the leadership team feels their staff need. Under this model, we listened to the needs of our teachers, examined the goals for the year, and determined a series of trainings that will help meet the desired needs of our teachers.

Action Step 1 5

Create a list of all requested professional development activities desired by teachers.

Person Responsible

Colleen Windt

Schedule

Biweekly, from 9/10/2014 to 5/27/2015

Evidence of Completion

Curriculum Leaders Meeting Minutes

Action Step 2 5

Develop, communicate, enact a calendar of professional development opportunities.

Person Responsible

Colleen Windt

Schedule

On 8/22/2014

Evidence of Completion

Thursday PD Opportunities Document

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Feedback will be received from teachers in attendance and observations from the training will be done.

Person Responsible

Colleen Windt

Schedule

Biweekly, from 9/8/2014 to 5/27/2015

Evidence of Completion

Notes from training, feedback notes received, emails, etc.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Expectations for training will be provided to facilitators, supervisor will observe.

Person Responsible

Michael Kotkin

Schedule

Biweekly, from 9/8/2014 to 5/27/2015

Evidence of Completion

Notes from facilitators and supervisors will be monitored.

G1.B1.S4 Create Professional Development activities to encourage implementation of cooperative learning techniques. 4

 S146087

Strategy Rationale

Last year, through the observation process, it was evident that our students in the math courses need additional structures in place to ensure that mastery is being achieved.

Action Step 1 5

Plan, prepare, and deliver a Cooperative Learning training.

Person Responsible

Colleen Windt

Schedule

On 10/29/2014

Evidence of Completion

Exit slips, learning logs, etc.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Observations will take place focusing on the cooperative learning strategy.

Person Responsible

Colleen Windt

Schedule

Daily, from 10/29/2014 to 5/27/2015

Evidence of Completion

Students working collaboratively to solve problems

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Lead PLC Discussions on Effective Cooperative Learning, Analyze DE Math Data.

Person Responsible

Colleen Windt

Schedule

On 5/27/2015

Evidence of Completion

DE Math Data, Quarter Exams, iObservation Results

G1.B2 Confidence in the utilization of literacy practices in all classes. 2

 B134240

G1.B2.S1 Integrate training for developing writing assignments that require students to support their writing with textual evidence. 4

 S146088

Strategy Rationale

Writing can take on many variations. So long as teachers have the confidence to integrate writing, it will happen on an ongoing basis.

Action Step 1 5

Continue to assist teachers with the integration of writing into their curriculum.

Person Responsible

Mike Rice

Schedule

Quarterly, from 8/4/2014 to 5/27/2015

Evidence of Completion

PD Calendar, Pre-Plan Calendar

Action Step 2 5

Develop a writing plan to be implemented during the 2014-2015 School Year.

Person Responsible

Mike Rice

Schedule

On 8/11/2014

Evidence of Completion

LMHS Writing Plan

Action Step 3 5

Develop a School Wide Academic Team (SWAT) which will include a team of English Teachers known as the Writing Team.

Person Responsible

Mike Rice

Schedule

On 5/27/2015

Evidence of Completion

Emails, Meeting Notes, Agenda's

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Monitor PLC Meetings and Lesson Plans.

Person Responsible

Mike Rice

Schedule

Monthly, from 8/11/2014 to 5/27/2015

Evidence of Completion

PLC Collaborative Meeting Summary, Lesson Plans, Academic Notebook

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Students will take multiple (3) school-wide writing assessments to measure their writing proficiency.

Person Responsible

Mike Rice

Schedule

On 5/27/2015

Evidence of Completion

Writing Prompts & Rubrics

G1.B2.S2 Continue Literacy Instruction Models such as Collaborative Instructional Sequence (CIS) in Science and Document Based Questioning (DBQ) in Social Studies. 4

 S146089

Strategy Rationale

Programs such as these assist in the writing process with teachers that do not teach writing on a regular basis.

Action Step 1 5

Monitor the effectiveness of the instructional model in the classroom.

Person Responsible

Colleen Windt

Schedule

Daily, from 8/11/2014 to 5/27/2015

Evidence of Completion

Student Data, Walk-Through Data, PLC Minutes

Action Step 2 5

Develop ongoing meetings and facilitate discussions with each team that will guide the implementation of the Literacy Instruction Models.

Person Responsible

Michael Kotkin

Schedule

Monthly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Agendas

Action Step 3 5

Assign Team Leaders to ensure the group consistently has a plan.

Person Responsible

Colleen Windt

Schedule

On 8/8/2014

Evidence of Completion

Agendas

Action Step 4 5

Send Teachers to DBQ and CIS Training.

Person Responsible

Colleen Windt

Schedule

On 10/3/2014

Evidence of Completion

Agendas, Materials from Training, Sign-in Sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Walk-through while the Literacy Instructional Model is implemented in the classroom.

Person Responsible

Colleen Windt

Schedule

Daily, from 8/11/2014 to 5/27/2015

Evidence of Completion

PLC Meeting Agenda, Walk-through Data

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Student growth data will be analyzed.

Person Responsible

Colleen Windt

Schedule

Monthly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Progress Monitor Assessment (PMA) Data, Unit Assessments at the completion of the model.

G1.B2.S3 Implement a professional development plan that will focus on Close Reading. 4

 S146090

Strategy Rationale

The Florida Standards Assessment will focus heavily on pulling textual evidence. Close reading is a strategy that will assist students in pulling information out of a passage with ease. Having a school-wide approach to close reading, students will practice this strategy in every one of their classes, stressing the importance, and relevance in all curricular areas.

Action Step 1 5

Facilitate ongoing discussion surrounding the Florida Standards through Curriculum Leaders Meetings, PLC Meetings, Department Meetings, & Department Curriculum Planning Days.

Person Responsible

Mike Rice

Schedule

Monthly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Curriculum Leaders Agendas, PLC Team Agenda's, Curriculum Planning Day Agendas

Action Step 2 5

Deliver Professional Development during pre-plan specific to each individual department.

Person Responsible

Tammy Stafford

Schedule

On 8/4/2014

Evidence of Completion

Agenda, PowerPoint

Action Step 3 5

Deliver school-wide goals for the year to the faculty and staff.

Person Responsible

Michael Kotkin

Schedule

On 8/5/2014

Evidence of Completion

Pre-Plan Agenda

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Teachers will be expected to integrate Close Reading into their classes three times per quarter. Administrators will observe classes to monitor the fidelity of the program.

Person Responsible

Michael Kotkin

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Student work with annotations, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Evidence from student Progress Monitor Assessments will be analyzed.

Person Responsible

Michael Kotkin

Schedule

Monthly, from 8/11/2014 to 5/27/2015

Evidence of Completion

DE ELA, Math, Science Data

G1.B2.S4 Lead PLC's in the analysis of subgroup data throughout the year, specifically focusing on our African American Population **4**

 S146091

Strategy Rationale

In our analysis of last years FCAT Reading, it was noticed that our African American Population demonstrated a proficiency of only 35.1% as compared to an overall proficiency of 66.7%. We have a large achievement gap and must work to overcome this deficiency.

Action Step 1 **5**

Teachers and Administrators will focus on our African American Population when analyzing data from Discovery Education, FCAT Retakes, EOC Retakes, PERT Assessments and 9-weeks grades.

Person Responsible

Mike Rice

Schedule

Daily, from 8/1/2014 to 5/27/2015

Evidence of Completion

PLC Team Collaboration Meeting Minutes, Admin Meeting Agendas, Curriculum Leaders Agendas

Plan to Monitor Fidelity of Implementation of G1.B2.S4 **6**

Classroom Walk-throughs, Reports from Team Leaders will be monitored, Lesson Plans Evaluated by Admin

Person Responsible

Michael Kotkin

Schedule

Daily, from 8/11/2014 to 5/27/2015

Evidence of Completion

iObservation Data, PLC Team Collaboration Summary

Plan to Monitor Effectiveness of Implementation of G1.B2.S4 7

Classroom Walk-through's focusing on the Engagement of our African American Population

Person Responsible

Michael Kotkin

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

iObservation Walk-through Data

G1.B3 Limited knowledge of the new Florida Standards Assessment. 2

 B134241

G1.B3.S1 Develop a campus wide approach to improving standards based instruction in the math department which will increase scores from the previous year. 4

 S146092

Strategy Rationale

Last year, Algebra I and Geometry were lower than normal. By focusing on the standards, their implementation, the assessment, and the evaluation of the assessment, student scores will dramatically increase.

Action Step 1 5

Invite Diana Barnette (SCPS Math Curriculum Specialist) to walk classes and work with teachers to help them better understand and utilize the Florida Standards.

Person Responsible

Colleen Windt

Schedule

On 5/27/2015

Evidence of Completion

Notes from debrief discussions, iObservation results

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Classroom walk-throughs and Discovery Education Assessments

Person Responsible

Colleen Windt

Schedule

Daily, from 8/11/2014 to 5/27/2015

Evidence of Completion

iObservation Forms, DE Assessments

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Continuous Walk-throughs, DE Scores, Discussions in PLC's

Person Responsible

Colleen Windt

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

PLC Collaborative Team Summaries, Walk-through notes, DE Assessment Scores

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	Develop & Communicate the PD Calendar to all faculty members.	Windt, Colleen	8/4/2014	Emails, Agenda's, PD Calendar for Semester	5/27/2015 weekly
G1.B1.S2.A1	Teachers will be given a full day of planning without students where they can discuss ways to integrate Literacy into their Curriculum.	Kotkin, Michael	8/4/2014	At the end of the planning day, a summary of the day's planning will be completed and submitted to their Assistant Principal.	5/27/2015 one-time
G1.B1.S3.A1	Create a list of all requested professional development activities desired by teachers.	Windt, Colleen	9/10/2014	Curriculum Leaders Meeting Minutes	5/27/2015 biweekly
G1.B1.S4.A1	Plan, prepare, and deliver a Cooperative Learning training.	Windt, Colleen	10/29/2014	Exit slips, learning logs, etc.	10/29/2014 one-time
G1.B2.S1.A1	Continue to assist teachers with the integration of writing into their curriculum.	Rice, Mike	8/4/2014	PD Calendar, Pre-Plan Calendar	5/27/2015 quarterly
G1.B2.S2.A1	Monitor the effectiveness of the instructional model in the classroom.	Windt, Colleen	8/11/2014	Student Data, Walk-Through Data, PLC Minutes	5/27/2015 daily

Seminole - 0071 - Lake Mary High School - 2014-15 SIP
Lake Mary High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S3.A1	Facilitate ongoing discussion surrounding the Florida Standards through Curriculum Leaders Meetings, PLC Meetings, Department Meetings, & Department Curriculum Planning Days.	Rice, Mike	8/11/2014	Curriculum Leaders Agendas, PLC Team Agenda's, Curriculum Planning Day Agendas	5/27/2015 monthly
G1.B2.S4.A1	Teachers and Administrators will focus on our African American Population when analyzing data from Discovery Education, FCAT Retakes, EOC Retakes, PERT Assessments and 9-weeks grades.	Rice, Mike	8/1/2014	PLC Team Collaboration Meeting Minutes, Admin Meeting Agendas, Curriculum Leaders Agendas	5/27/2015 daily
G1.B3.S1.A1	Invite Diana Barnette (SCPS Math Curriculum Specialist) to walk classes and work with teachers to help them better understand and utilize the Florida Standards.	Windt, Colleen	9/15/2014	Notes from debrief discussions, iObservation results	5/27/2015 one-time
G1.B1.S3.A2	Develop, communicate, enact a calendar of professional development opportunities.	Windt, Colleen	8/18/2014	Thursday PD Opportunities Document	8/22/2014 one-time
G1.B2.S1.A2	Develop a writing plan to be implemented during the 2014-2015 School Year.	Rice, Mike	7/1/2014	LMHS Writing Plan	8/11/2014 one-time
G1.B2.S2.A2	Develop ongoing meetings and facilitate discussions with each team that will guide the implementation of the Literacy Instruction Models.	Kotkin, Michael	8/11/2014	Agendas	5/27/2015 monthly
G1.B2.S3.A2	Deliver Professional Development during pre-plan specific to each individual department.	Stafford, Tammy	7/1/2014	Agenda, PowerPoint	8/4/2014 one-time
G1.B2.S1.A3	Develop a School Wide Academic Team (SWAT) which will include a team of English Teachers known as the Writing Team.	Rice, Mike	7/1/2014	Emails, Meeting Notes, Agenda's	5/27/2015 one-time
G1.B2.S2.A3	Assign Team Leaders to ensure the group consistently has a plan.	Windt, Colleen	8/4/2014	Agendas	8/8/2014 one-time
G1.B2.S3.A3	Deliver school-wide goals for the year to the faculty and staff.	Kotkin, Michael	8/5/2014	Pre-Plan Agenda	8/5/2014 one-time
G1.B2.S2.A4	Send Teachers to DBQ and CIS Training.	Windt, Colleen	8/11/2014	Agendas, Materials from Training, Sign-in Sheets	10/3/2014 one-time
G1.MA1	We will receive feedback from our Administration, Curriculum Leaders, and Collaborative Improvement Team.	Kotkin, Michael	8/4/2014	Discussions in Admin Meetings, Discovery Education Progress Monitoring Assessments (PMA)	5/27/2015 monthly
G1.B1.S1.MA1	Curriculum Leaders will review and discuss at their monthly meeting.	Windt, Colleen	8/4/2014	Curriculum Leader Meeting Minutes, Adaptation of Calendar	5/27/2015 monthly
G1.B1.S1.MA1	PLC and department meetings will be monitored weekly.	Windt, Colleen	8/4/2014	PLC Collaborative Summary Document, Curriculum Leader Meeting Agendas, Lesson Plans, Common Assessments	5/27/2015 weekly
G1.B2.S1.MA1	Students will take multiple (3) school-wide writing assessments to measure their writing proficiency.	Rice, Mike	8/11/2014	Writing Prompts & Rubrics	5/27/2015 one-time
G1.B2.S1.MA1	Monitor PLC Meetings and Lesson Plans.	Rice, Mike	8/11/2014	PLC Collaborative Meeting Summary, Lesson Plans, Academic Notebook	5/27/2015 monthly
G1.B3.S1.MA1	Continuous Walk-throughs, DE Scores, Discussions in PLC's	Windt, Colleen	8/11/2014	PLC Collaborative Team Summaries, Walk-through notes, DE Assessment Scores	5/27/2015 weekly
G1.B3.S1.MA1	Classroom walk-throughs and Discovery Education Assessments	Windt, Colleen	8/11/2014	iObservation Forms, DE Assessments	5/27/2015 daily
G1.B1.S2.MA1	Summaries of all Curriculum Development Days will be analyzed.	Kotkin, Michael	9/15/2014	Classroom Walk-through Data, Testing Data	5/27/2015 daily

Seminole - 0071 - Lake Mary High School - 2014-15 SIP
Lake Mary High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1	An agenda will be created to structure the curriculum planning meeting and a summary will be completed to capture the day's planning activities and steps for future growth.	Rice, Mike	9/16/2014	Agenda, Collaborative Team Summary Sheet	9/16/2014 one-time
G1.B2.S2.MA1	Student growth data will be analyzed.	Windt, Colleen	8/11/2014	Progress Monitor Assessment (PMA) Data, Unit Assessments at the completion of the model.	5/27/2015 monthly
G1.B2.S2.MA1	Walk-through while the Literacy Instructional Model is implemented in the classroom.	Windt, Colleen	8/11/2014	PLC Meeting Agenda, Walk-through Data	5/27/2015 daily
G1.B1.S3.MA1	Expectations for training will be provided to facilitators, supervisor will observe.	Kotkin, Michael	9/8/2014	Notes from facilitators and supervisors will be monitored.	5/27/2015 biweekly
G1.B1.S3.MA1	Feedback will be received from teachers in attendance and observations from the training will be done.	Windt, Colleen	9/8/2014	Notes from training, feedback notes received, emails, etc.	5/27/2015 biweekly
G1.B2.S3.MA1	Evidence from student Progress Monitor Assessments will be analyzed.	Kotkin, Michael	8/11/2014	DE ELA, Math, Science Data	5/27/2015 monthly
G1.B2.S3.MA1	Teachers will be expected to integrate Close Reading into their classes three times per quarter. Administrators will observe classes to monitor the fidelity of the program.	Kotkin, Michael	8/11/2014	Student work with annotations, lesson plans	5/27/2015 weekly
G1.B1.S4.MA1	Lead PLC Discussions on Effective Cooperative Learning, Analyze DE Math Data.	Windt, Colleen	9/15/2014	DE Math Data, Quarter Exams, iObservation Results	5/27/2015 one-time
G1.B1.S4.MA1	Observations will take place focusing on the cooperative learning strategy.	Windt, Colleen	10/29/2014	Students working collaboratively to solve problems	5/27/2015 daily
G1.B2.S4.MA1	Classroom Walk-through's focusing on the Engagement of our African American Population	Kotkin, Michael	8/11/2014	iObservation Walk-through Data	5/27/2015 weekly
G1.B2.S4.MA1	Classroom Walk-throughs, Reports from Team Leaders will be monitored, Lesson Plans Evaluated by Admin	Kotkin, Michael	8/11/2014	iObservation Data, PLC Team Collaboration Summary	5/27/2015 daily

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. Teachers will implement effective teaching instruction aligned to standards in preparation for the new Florida Standards Assessment.

G1.B1 Time for Teacher Collaboration outside of Common Plan and Wednesday PD.

G1.B1.S1 Create a Professional Development Calendar that will allow for teachers to collaborate and learn strategies that will assist in literacy instruction.

PD Opportunity 1

Develop & Communicate the PD Calendar to all faculty members.

Facilitator

Colleen Windt

Participants

All Teachers

Schedule

Weekly, from 8/4/2014 to 5/27/2015

G1.B1.S2 Design and implement ongoing support for teachers through a day-long, uninterrupted curriculum planning day.

PD Opportunity 1

Teachers will be given a full day of planning without students where they can discuss ways to integrate Literacy into their Curriculum.

Facilitator

Curriculum Leader, Administrator, Instructional Coach

Participants

PLC Members (Teachers)

Schedule

On 5/27/2015

G1.B1.S3 Develop a monthly Professional Development menu for teachers that will meet their individual needs. These opportunities for growth will take place Thursdays during their planning period.

PD Opportunity 1

Develop, communicate, enact a calendar of professional development opportunities.

Facilitator

Colleen Windt and select Administrators, Teachers, and Support Staff

Participants

All Teachers

Schedule

On 8/22/2014

G1.B1.S4 Create Professional Development activities to encourage implementation of cooperative learning techniques.

PD Opportunity 1

Plan, prepare, and deliver a Cooperative Learning training.

Facilitator

Diana Barnett/Ilene Haney

Participants

All Math Teachers

Schedule

On 10/29/2014

G1.B2 Confidence in the utilization of literacy practices in all classes.

G1.B2.S1 Integrate training for developing writing assignments that require students to support their writing with textual evidence.

PD Opportunity 1

Continue to assist teachers with the integration of writing into their curriculum.

Facilitator

Writing Team, SCPS Content Support Team

Participants

All Teachers

Schedule

Quarterly, from 8/4/2014 to 5/27/2015

G1.B2.S2 Continue Literacy Instruction Models such as Collaborative Instructional Sequence (CIS) in Science and Document Based Questioning (DBQ) in Social Studies.

PD Opportunity 1

Send Teachers to DBQ and CIS Training.

Facilitator

Instructional Coach, SCPS Content Support Team

Participants

Science, English, Social Studies, & Reading Teachers

Schedule

On 10/3/2014

G1.B2.S3 Implement a professional development plan that will focus on Close Reading.

PD Opportunity 1

Deliver Professional Development during pre-plan specific to each individual department.

Facilitator

Teacher Leaders

Participants

All Faculty

Schedule

On 8/4/2014

G1.B3 Limited knowledge of the new Florida Standards Assessment.

G1.B3.S1 Develop a campus wide approach to improving standards based instruction in the math department which will increase scores from the previous year.

PD Opportunity 1

Invite Diana Barnette (SCPS Math Curriculum Specialist) to walk classes and work with teachers to help them better understand and utilize the Florida Standards.

Facilitator

Diana Barnette

Participants

Algebra 1, Geometry, and Algebra 2 Teachers

Schedule

On 5/27/2015

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 1: Teachers will implement effective teaching instruction aligned to standards in preparation for the new Florida Standards Assessment.	21,750
Grand Total	21,750

Goal 1: Teachers will implement effective teaching instruction aligned to standards in preparation for the new Florida Standards Assessment.

Description	Source	Total
B1.S2.A1	General Fund	15,000
B1.S3.A2 - Professional Development Funds	Other	5,000
B2.S1.A1 - Cluster Funds	Other	1,000
B2.S2.A4 - New Teachers Only	General Fund	500
B2.S3.A2 - Extended Contract	Other	250
Total Goal 1		21,750