FLORIDA DEPARTMENT OF EDUCATION

DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Mount Dora High School	District Name: Lake
Principal: Pam Chateauneuf	Superintendent: Dr. Susan Moxley
SAC Chair: John McGibbon	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Pam Chateauneuf	Masters Degree-Educational Leadership Bachelor of Science-Psychology Florida Professional Certificate-ESOL Endorsement; Psychology (6-12); School Principal; Varying Exceptionalities (K-12)	4	11	**Mount Dora High School (2011-2012):** School Grade ?; Percent of Criteria met: N/A FCAT percent meeting high standards: Reading-51%; Math-68%; Writing-72% FCAT percent making learning gains: Reading-60%; Math-54%; LQ Reading-59%; LQ Math-48% **Mount Dora High School (2010-2011):** School Grade D; Percent of Criteria met: 82% FCAT percent meeting high standards: Reading-50%; Math-77%; Writing-85%; Science-37% FCAT percent making learning gains: Reading-54%; Math-75%; LQ Reading-44%; LQ Math-49% **Mount Dora High School (2009-2010):** School Grade B; Percent of Criteria met: 87% FCAT percent meeting high standards: Reading-50%; Math-76%; Writing-81%; Science-37% FCAT percent making learning gains: Reading-56%; Math-74%; LQ Reading-44%; LQ Math-47% **Mount Dora High School (2008-2009):** School Grade C; Percent of Criteria met: 79% FCAT percent meeting high standards: Reading-42%; Math-72%; Writing-69%; Science-43% FCAT percent making learning gains: Reading-46%; Math-71%; LQ Reading-38%; LQ Math-55% **East Ridge High School (2007-2008):** School Grade B; Percent of Criteria met: 72% FCAT percent meting high standards: Reading-48%; Math-76%; Writing-77%; Science-36% FCAT percent making learning gains: Reading-57%; Math-78%; LQ Reading-55%; LQ Math-72% **East Ridge High School (2006-2007):** School Grade D; Percent of Criteria met 69% FCAT percent meeting high standards: Reading-45%; Math 71%; Writing-83%; Science-38% FCAT percent making learning gains: Reading-52%; Math-71%; LQ Reading-44%; LQ Math-65% **East Ridge High School (2005-2006):** School Grade C; Percent of Criteria met 72% FCAT percent meeting high standards: Reading-43%; Math-69%; Writing-81% FCAT Percent making learning gains: Reading-49%; Math 68%; LQ Reading-46%

					East Ridge High School (2004-2005): School Grade C; Percent of Criteria met 80% FCAT Percent meeting high standards: Reading-39%; Math-68%; Writing-80% FCAT percent making learning gains: Reading-53%; Math-73%; LQ Reading-60%
Assistant Principal	Herman Durias	Master Degree-Educational Leadership Bachelor of Science - Finance Florida Professional Certificate-Business Education (6-12); School Principal	3	14	**Mount Dora High School (2011-2012):** School Grade ?; Percent of Criteria met: N/A FCAT percent meeting high standards: Reading-51%; Math-68%; Writing-72% FCAT percent making learning gains: Reading-60%; Math-54%; LQ Reading-59%; LQ Math-48% **Mount Dora High School (2010-2011):** School Grade D; Percent of Criteria met: 82% FCAT percent meeting high standards: Reading-50%; Math-77%; Writing-85%; Science-37% FCAT percent making learning gains: Reading-54%; Math-75%; LQ Reading-44%; LQ Math-49% **Mount Dora High School (2009-2010):** School Grade B; Percent of Criteria met: 87% FCAT percent meeting high standards: Reading-50%; Math-76%; Writing-81%; Science-37% FCAT percent making learning gains: Reading-56%; Math-74%; LQ Reading-44%; LQ Math-47% **Leesburg High School (2008-2009):** School Grade D; Percent of Criteria met: 72% FCAT percent meeting high standards Reading 40%; Math 72%; Writing 74%; Science 29% FCAT making learning gains: Reading 41% Writing 67% LQ Reading 42%; Math 58% School Grade D **Leesburg High School (2007-2008):** School Grade D; Percent of Criteria met: 72% FCAT percent meeting high standards: reading 39%; Math 73%; Writing82%; Science 39% FCAT making learning gains Reading 48%; Writing 75%; LQ Reading 39%; Math 72% School Grade D **Leesburg High School (2006-2007):** School Grade D; Percent of Criteria met: 74% FCAT percent meeting high standards Reading 40%; Math 66%; Writing 81%; Science38% FCAT making learning gains Reading; 49% Math 69%; LQ Reading 42%; Math 64% School grade D

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Assistant Principal	Kevin Caldwell	Masters Degree-Educational Leadership Bachelor of Fine Arts-Behavioral Science Florida Professional Certificate-Ed Leadership; ESOL Endorsement; Exceptional Student Education (K-12)	4	6	**Mount Dora High School (2011-2012):** School Grade ?; Percent of Criteria met: N/A FCAT percent meeting high standards: Reading-51%; Math-68%; Writing-72% FCAT percent making learning gains: Reading-60%; Math-54%; LQ Reading-59%; LQ Math-48% **Mount Dora High School (2010-2011):** School Grade D; Percent of Criteria met: 82% FCAT percent meeting high standards: Reading-50%; Math-77%; Writing-85%; Science-37% FCAT percent making learning gains: Reading-54%; Math-75%; LQ Reading-44%; LQ Math-49% **Mount Dora High School (2009-2010):** School Grade B; Percent of Criteria met: 87% FCAT percent meeting high standards: Reading-50%; Math-76%; Writing-81%; Science-37% FCAT percent making learning gains: Reading-56%; Math-74%; LQ Reading-44%; LQ Math-47% **Mount Dora High School (2008-2009):** School Grade C; Percent of Criteria met: 79% FCAT percent meeting high standards: Reading-42%; Math-72%; Writing-69%; Science-43% FCAT percent making learning gains: Reading-46%; Math-71%; LQ Reading-38%; LQ Math-55% **Tavares High School (2007-2008):** School Grade B; Percent of Criteria met: 82% FCAT percent meeting high standards: Reading- 50%; Math-79%; Writing –82%; Science-39% FCAT percent making learning gains: Reading-58%; Math-77%; LQ Reading-57%; LQ Math-72% **Tavares High School (2006-2007):** School Grade B; Percent of Criteria met: 87% FCAT percent meeting high standards: Reading- 40%; Math-75%; Writing –85%; Science-39% FCAT percent making learning gains: Reading-52%; Math-74%; LQ Reading-53%; LQ Math-67%
Assistant Principal	Natalie Shaffer	Specialist Degree-Educational Leadership Masters Degree-Human Resources Bachelor of Science-Psychology Florida Professional Certificate-Ed Leadership; Mathematics (5-9)	3	3	**Mount Dora High School (2011-2012):** School Grade ?; Percent of Criteria met: N/A FCAT percent meeting high standards: Reading-51%; Math-68%; Writing-72% FCAT percent making learning gains: Reading-60%; Math-54%; LQ Reading-59%; LQ Math-48% **Mount Dora High School (2010-2011):** School Grade D; Percent of Criteria met: 82% FCAT percent meeting high standards: Reading-50%; Math-77%; Writing-85%; Science-37%

					FCAT percent making learning gains: Reading-54%; Math-75%; LQ Reading-44%; LQ Math-49% **Mount Dora High School (2009-2010):** School Grade B; Percent of Criteria met: 87% FCAT percent meeting high standards: Reading-50%; Math-76%; Writing-81%; Science-37% FCAT percent making learning gains: Reading-56%; Math-74%; LQ Reading-44%; LQ Math-47%

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Literacy	Andrea Holt	Masters Degree-English Education Bachelor of Arts-English and Communication Florida Professional Certificate-ESOL (K-12); English (5-9); English (6-12); Reading Endorsement	4	5	**Mount Dora High School (2011-2012):** School Grade ?; Percent of Criteria met: N/A FCAT percent meeting high standards: Reading-51%; Math-68%; Writing-72% FCAT percent making learning gains: Reading-60%; Math-54%; LQ Reading-59%; LQ Math-48% **Mount Dora High School (2010-2011):** School Grade ?; Percent of Criteria met: 82% FCAT percent meeting high standards: Reading-50%; Math-77%; Writing-85%; Science-37% FCAT percent making learning gains: Reading-54%; Math-75%; LQ Reading-44%; LQ Math-49% **Mount Dora High School (2009-2010):** School Grade B; Percent of Criteria met: 87% FCAT percent meeting high standards: Reading-50%; Math-76%; Writing-81%; Science-37% FCAT percent making learning gains: Reading-56%; Math-74%; LQ Reading-44%; LQ Math-47% **Mount Dora High School (2008-2009):** School Grade C; Percent of Criteria met: 79% FCAT percent meeting high standards: Reading-42%; Math-72%; Writing-69%; Science-43% FCAT percent making learning gains: Reading-46%; Math-71%; LQ Reading-38%; LQ Math-55% **Mount Dora Middle School (2007-2008):** School Grade B; Percent of Criteria met: 79% FCAT percent meting high standards: Reading-61%; Math-61%; Writing-83%; Science-44% FCAT percent making learning gains: Reading-63%; Math-69%; LQ Reading-63%; LQ Math-65% **Mount Dora Middle School (2006-2007):** School Grade C; Percent of Criteria met 87% FCAT percent meeting high standards: Reading-60%; Math 60%; Writing-87%; Science-42% FCAT percent making learning gains: Reading-58%; Math-

					65%; LQ Reading-63%; LQ Math-58%
Content Area Coach	Vacant				

Highly Effective Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

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

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Patrocenia Matthew (Reading)	Dr. Matthew will complete Comp 6 of her Reading Endorsement by the end of January.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
68/70 Vacant: EBD Teacher & Math/Science Coach	4% (3)	40% (27)	31% (21)	25% (17)	35% (24)	99% (67)	13% (9)	9% (6)	18% (12)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Ann Holt	Ben Bullock Caryn Goldstein	Common Teaching Backgrounds/Proximity	Participate in regularly scheduled PLCs composed of teachers new to MDHS; Participate in Lake County Schools Teacher Orientation Program; Participate in Best Practices Seminars for all teachers at MDHS; Participate in

			PLCs for all teachers at MDHS; Support through formal and/or informal meetings and/or observations with feedback
Andrea Holt	Carolyn Rowe Lauren Stroup Miriam Campbell	Common Teaching Backgrounds	Participate in regularly scheduled PLCs composed of teachers new to MDHS; Participate in Lake County Schools Teacher Orientation Program; Participate in Best Practices Seminars for all teachers at MDHS; Participate in PLCs for all teachers at MDHS; Support through formal and/or informal meetings and/or observations with feedback
Betty Weinrich	Brian Farwell	Common Teaching Backgrounds	Participate in regularly scheduled PLCs composed of teachers new to MDHS; Participate in Lake County Schools Teacher Orientation Program; Participate in Best Practices Seminars for all teachers at MDHS; Participate in PLCs for all teachers at MDHS; Support through formal and/or informal meetings and/or observations with feedback
Jordan Hymel	Yannick Innis	Common Teaching Backgrounds	Participate in regularly scheduled PLCs composed of teachers new to MDHS; Participate in Lake County Schools Teacher Orientation Program; Participate in Best Practices Seminars for all teachers at MDHS; Participate in PLCs for all teachers at MDHS; Support through formal and/or informal meetings and/or observations with feedback
Cathy Caudill	All first year teachers	District Instructional Coach	Support and feedback to all first year teachers.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Additional Requirements

*Coordination and Integration-***Title I Schools Only**

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

2012-2013 School Improvement Plan (SIP)-Form SIP-1

*Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)*School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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

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

Andrea Holt, Literacy Coach: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Anthony Hooks, Reading Teacher: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

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

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

Susan Ricci, Guidance Counselor: Provides quality services and expertise on different programs.

Sue Robinson, School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

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

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?
Members of the school-based Rti Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.
Topics of discussion include, but are not limited to, the following:
- FCAT scores and the lowest 25%
- AYP and subgroups
- Strengths and weaknesses of intensive programs
- Tutoring and other services

2012-2013 School Improvement Plan (SIP)-Form SIP-1

The problem solving process, which consists of four steps, is self-correcting, and , if necessary, recycles in order to achieve the best outcomes for all students. The process utilizes problem identification, problem analysis, intervention design and implementation, and evaluation.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? The RtI Leadership Team is currently at the implementation stage. The team attended the follow-up (tier 2) institute, and has had three meetings at the school to help set clear expectations for a targeted behavior. Members of the team will meet with the School Advisory Council to present RtI/PBS, and elicit input. The team will meet one day each month in order to plan out the procedures for implementing the RtI Problem-Solving process.

MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Baseline data: - Florida Comprehensive Assessment Test (FCAT)   - Curriculum Based measurement and EduSoft (FCIM/LBA)   - Florida Assessment for Instruction in Reading (FAIR)   - Mock Writing Tests   - Progress Monitoring and Reporting Network (PMRN)   - Office Discipline Referrals   - Failures   - Absences   - Comprehensive English Language Assessment (CELLA)   Midyear data: - FAIR   - Mock Writing Tests   - Curriculum Based measurement and EduSoft (FCIM/LBA)   - PMRN   End of year data: - FAIR   - Curriculum Based measurement and EduSoft (FCIM/LBA)   - FCAT   - FCAT Writes   - EOCs   - ACT/SAT/CPT
Describe the plan to train staff on MTSS. Professional development will be offered to the School-based Team through the district. The RtI Facilitator will provide in-service to the faculty on designated professional development days. These in-service opportunities will include, but are not limited to, the

following:
- Problem Solving Model
- Positive Behavior Support (PBS)
- Data-based decision –making to drive instruction
- Progress monitoring
- Selection and availability of research-based interventions
- Tools utilized to identify specific discrepancies in reading

Individual professional development will be provided to classroom teachers as needed.

Describe the plan to support MTSS.

- Continuing professional development (see above)
- Regular data chats within subject area/departments
- Mentoring with at-risk and lower quartile students (Administration and Guidance)
- Continuing meetings with ESE/Guidance to discuss student progress

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).   Members of the MDHS Literacy Leadership Council include: Pam Chateauneuf (Principal), Herman Durias (Assistant Principal), Kevin Caldwell (Assistant Principal), Natalie Shaffer (Assistant Principal), Andrea Holt (Literacy Coach), Anthony Hooks (Reading Teacher), Sherry Dye (Media Specialist), Patricia Carlton (Media Specialist), Lizz Schlotter (Reading Teacher/Department Chair), Sharon Eslick (ESE Teacher), Ann Holt (Science Teacher), Marlene Straughan (History Teacher), Cindy Brisson (Drafting Teacher), Patricia Engle (Reading Teacher), Robyn Pence (English/Journalism Teacher) and Jim Holcomb (ESE Teacher).
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).   The MDHS Literacy Leadership Council meets after school on the first Tuesday of each month. Additional meetings are called if/when necessitated. The role of our Literacy Leadership Council is to help support cross-curricular student literacy improvement at MDHS by establishing goals, routines, strategies and plans which correlate with the data of our students. The Council helps communicate with other teachers and monitors the effectiveness of school wide initiatives and resources.
What will be the major initiatives of the LLT this year?   One of the major initiatives of our Literacy Leadership Council during the 2012-2013 school year is the renewal of our school wide reading initiative. Following a book study our LLT conducted on Kelly Gallagher's Readicide, we decided to modify the five-year-old initiative of having every student read the first 10 minutes of each class to having every person on campus, both students and staff, read for 30 minutes twice per week. A second initiative for our LLT for this year is to continue working on writing in the content areas daily. This will be ongoing through PD and the LLT. Finally, the LLT is striving to increased understanding of text complexity and critical reading strategies through PD.

Public School Choice

June 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

*Grades 6-12 Only Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

*High Schools Only

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.

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

The school offers students elective courses in art, business, band, digital design, agriculture, drafting, and culinary arts. Many of these courses focus on job skills and offer students internships. The CTE electives provide students with the opportunity to earn industry certification as well as college credit or clock hours at post-secondary institutions.

A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always relevant. Teachers are also provided reading materials and "bell ringers" that are based on current events.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Prior to attending Mount Dora High School students work with guidance counselors to develop an academic and career plan using facts.org. The plan is then annually reviewed at the high school level with the counselors. Parents and students are encouraged to browse websites, such as FACTS.org as a resource for academic planning.

Every year, students and parents are involved in a selection process that exposes them to next year's curriculum for course selection. After the course selection is completed, the students meet with a counselor to decide if classes are in line with student's strengths and needs. Schedules are mailed home with an opportunity to make any necessary academic changes prior to the start of the new school year.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

According to the High School Feedback Report, 2010 Florida Public High School Graduates, 55.2% of Mount Dora High School graduates completed a college preparatory curriculum (increase of 3.5 percentage points from 2007). Between 68.7% and 89.1% of the graduates that took the ACT and/or SAT scored at or above college-level cut scores (increase of 6-8.3 percentage points from 2007).

Mount Dora High School with the assistance of the Guidance Department provides the following for students: Send emails to students and parents regularly about the college process; 10th, 11th, & 12th graders (and parents if they chose to attend) conference with their guidance counselors each year. The following items are discussed at the meetings: Bright Futures requirements, Graduation Requirements, Scholarships, Volunteer opportunities, Lake Sumter Dual enrollment, Florida Virtual School for extra courses or grade forgiveness; Nova Net for grade forgiveness or recovery; Lake Tech opportunities; State University System Requirements and attend a yearly conference; Lake Sumter College Night; FAFSA information; LSCC College Bowl Sunday; Invite college representatives to our campus, i.e. FSU, FL Southern; Website Resource which includes sites such as, ACT/SAT, Military/Armed forces, Virtual tours for colleges, Scholarship sites, i.e. fastweb, and FCAT study sites and FACTS.org; Present internships; Leadership Opportunities; Boys State/Girls State Youth Leadership Conferences ROTC; Sister Cities; HOBY; Rotary Leadership Weekend; ACT/SAT waiver program; promote physical campus tours; give comparison sheet; ESE transition meeting; NCAA clearinghouse info for athletes; and Internships—ESE & regular.

This year we will continue strengthening our Career and Professional (CAP) Academies at MDHS: Digital Design, Culinary Arts, and Drafting. These CAP Academies will provide students with the opportunity to earn nationally recognized industry certification in their respective programs. All students who qualify as program concentrators of CTE programs, whether considered CAP or not, have the opportunity to earn clock hours or college credit at postsecondary institutions. Teachers in the CAP Academies have earned a nationally recognized adult certification in the respective program taught. The certifications include Adobe Photoshop, ServSafe, Certified Apprentice Drafter-Architectural from the American Drafting Association. CTE teachers provide students and parents information about Bright Futures/Gold Seal opportunities.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1A: Increase by 5 percentage points the number of students reaching proficiency (Level 3 and above) in reading.	2012 Current Level of Performance:* *9th Grade 25% (70)* *10th Grade 25% (63)*	2013 Expected Level of Performance:* *9th Grade 30% (84)* *10th Grade 30% (76)*	1A.1. Lack of trained teachers in the area of increasing literacy achievement.	1A.1. Continue implementation and use of the FAIR assessments Reading Plus/Read 180 data to provide targeted instruction at the level to best meet the needs of students Training of teachers in implementing AVID critical reading strategies across content areas Training of teachers on the use of task cards to ensure structural alignment to standards CAR-PD teachers to assist with implementing reading strategies PD in unwrapping the standards PD in text complexity PD on task cards	1A.1. Administration, Literacy Coach, Reading Teachers	1A.1. Quarterly review of FAIR/Read180/Reading Plus data (Data Chats). Use Lesson Studies to ensure appropriate use of data to drive instruction Literacy Coach to do individualized coaching/ observations of strategies to ensure effectiveness	1A.1. FAIR/Read 180/Reading Plus assessments and reports, classroom visitation logs, TEAM
			1A.2. Inability to meet scheduling needs based on school size and class options during any given period, and vast degree of achievement gaps within a given class.	1A.2. Ensure students are scheduled into classes best suited to ensure academic growth. Literacy coach to provide small group remediation for struggling students Homeroom classes arranged by skill level to narrow the focus of reading instruction A/B Schedule to better meet student needs year-long	1A.2. Administration, Guidance, ESE Specialist	1A.2. Students' grades will be monitored to ensure proper placement of students.	1A.2. Classroom visitation logs, FAIR/Read 180/Reading Plus Data, Classroom Data

			1A.3. Teacher resistance to new techniques and time commitment to lesson study.	1A.3.Use PLCs and Lesson Studies to enhance instruction and strategies in reading in all content areas Literacy coach to model strategies and build capacity through peer coaching	1A.3.Administration, Literacy Coach, Department Chairs	1A.3.Lesson Study process, Classroom Visitations, Lesson Plan Reviews, Deliberate Practice, TEAM	1A.3. Classroom visitation logs, lesson study reflections and data, Deliberate Practice, TEAM
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1. Availability of age appropriate and reading level materials	1B.1. Organizing Community Based Instruction to be presented at the local public library. Reading through pictures by use of restaurant menus	1B.1. Teacher of record	1B.1. Student participation in oral book report to the class.	1B.1. Classroom visitation logs, Classroom Data
Reading Goal #1B: All students currently score 4 or above on the FAA in reading. Our goal is to increase by 25 percentage points the number of students scoring 5 and 6 in reading.	2012 Current Level of Performance:* *Not enough data to maintain confidentiality.*	2013 Expected Level of Performance:* *Not enough data to maintain confidentiality.*					
			1B.2. .The nature of the student's disability may prevent the student from working in the supported level of access points.	1B.2. Increase visual supports in daily instruction in order to help the students reach higher level standards.	1B.2. Administration, ESE Specialist, Teacher	1B.2. Increased on reading scores on the Florida Alternative Assessment	1B.2. FAA "News 2 You" Monthly Checkpoints
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading. Reading Goal #2A: Increase by 5 percentage points the number of students achieving above proficiency (Levels 4 and 5) in reading.	2012 Current Level of Performance:* *9th Grade* *26% (73)* *10th Grade* *23% (58)*	2013 Expected Level of Performance:* *9th Grade* *31% (87)* *10th Grade* *28% (71)*	2A.1 . Inability to meet scheduling needs based on school size and class options during any given period, and vast degree of achievement gaps within a given class.	2A.1. Ensure students are scheduled into classes best suited to ensure academic growth. Literacy coach to provide small group remediation for struggling students Homeroom classes arranged by skill level to narrow the focus of reading instruction A/B Schedule to better meet student needs year-long	2A.1.Administration, Guidance, ESE Specialist, Literacy Coach	2A.1. Students' grades will be monitored to ensure proper placement of students	2A.1.Classroom visitation logs, classroom data, report cards
			2A.2.Teacher resistance to challenging students who have already reached proficiency	2A.2. All teachers will incorporate DI into their instructional delivery to meet the needs of all students. Homeroom classes arranged by skill level to narrow the focus of reading instruction Increased use of inquiry-based facilitation in every classroom PD in unwrapping the standards PD in text complexity	2A.2. Administration	2A.2. Plan review and observations, TEAM	2A.2. Classroom visitation logs, Lesson Plan review, TEAM
			2A.3 Teacher resistance to adjusting current teaching methods	2A.3 Implement Lesson Study PLCs to collaborate on implementing text complexity, inquiry-based facilitation, etc. PD/Best Practice Sessions for teachers to share strategy tips with other teachers PD for teachers on the use of task cards to ensure structural alignment to standards Individualized peer coaching to build capacity and ensure use of strategies	2A.3 Administration	2A.3 Utilization of the Lesson Study Process, TEAM, Deliberate Practice	2A.3Lesson Study Reflections and Data, TEAM, Deliberate Practice

2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1.The nature of the student's disability may prevent the student from working in the independent level of access points.	2B.1. Increase visual supports in daily instruction in order to help the students reach higher level standards.	2B.1. Administrators, Self-Contained Teachers, ESE Specialist	2B.1. Increased on reading scores on the Florida Alternative Assessment	2B.1. FAA "News 2 You" Monthly Checkpoints
Reading Goal #2B: Increase by 25 percentage points the number of students scoring at 7 or above in reading.	2012 Current Level of Performance:* *Not enough data to maintain confidentiality.*	2013 Expected Level of Performance:* *Not enough data to maintain confidentiality.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Some classrooms do not have adequate space for small group instruction/rotation. Also, teachers must continuously and constantly monitor student progression and adapt instruction and tools accordingly.	3A.1. The use of small groups/differentiated instruction in all reading classrooms will assure all students receive instruction matched to their appropriate level and reading comprehension needs. Literacy coach to provide small group remediation for struggling students Homeroom classes arranged by skill level to narrow the focus of reading instruction Department Meetings reorganized to include regular data chats to monitor student progress and adjust instruction	3A.1. Administration, Literacy Coach, Department Chairs	3A.1. FAIR testing, Reading Plus, Read 180, and varied forms of progress monitoring used by the classroom teachers. Use of instructional focus calendars. Data chats/monitoring	3A.1. Classroom visitation logs, FAIR, Read 180, Reading Plus Data, EduSoft, TEAM, Deliberate Practice
Reading Goal #3A: Increase by 5 percentage points the number of students making learning gains in reading.	2012 Current Level of Performance:* *60% (319)*	2013 Expected Level of Performance:* *65% (345)*					
			3A.2. Students might not be held accountable by homeroom or teacher might not implement reading initiative with fidelity and might not hold students accountable.	3A.2. Implementation of daily school wide 30 minutes of reading during homeroom. Homeroom is worth .5 credits for student accountability. Grades will be entered. Use of data chats to increase accountability and monitoring	3A.2. Teachers, Administration	3A.2. Improvement on FAIR testing, Read 180, Reading Plus, and teacher feedback/ observations	3A.2. Classroom visitation logs, talking with students, FAIR Data, FCAT Reading Data, TEAM

			3A.3. Students might become bored with the repetitive nature of the tool and teachers might not use the abundance of individualized tools built into the program.	3A.3. Use of Reading Plus as a remediation tool that will adapt to the needs of the student. Literacy coach to provide small group remediation for struggling students Homeroom classes arranged by skill level to narrow the focus of reading instruction	3A.3. Reading teachers, Literacy Coach	3A.3.Reading Plus Data Reports, FAIR data, Student Feedback	3A.3. FCAT Reading Data, FAIR Data
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1. Health concerns for students result in frequent absences.	3B.1. Teaching lessons on hygiene, proper nutrition, and appropriate exercise	3B.1. Teacher of record	3B.1. Charting participation and sick days.	3B.1. Attendance Records
Reading Goal #3B: Maintain 100% of all students making learning gains in reading.	2012 Current Level of Performance:* *Not enough data to maintain confidentiality.*	2013 Expected Level of Performance:* *Not enough data to maintain confidentiality.*					
			3B.2 .The nature of the student's disability may prevent the student from working in the supported level of access points.	3B.2.. Increase visual supports in daily instruction in order to help the students reach higher level standards.	3B.2.Administration, ESE Specialist, Teacher	3B.2.Increased on reading scores on the Florida Alternative Assessment	3B.2 . FAA "News 2 You" Monthly Checkpoints
			3B.3. Availability of age appropriate and reading level materials	3B.3. Organizing Community Based Instruction to be presented at the local public library.	3B.3. Teacher of record	3B.3. Student participation in oral book report to the class.	3B.3. Classroom visitation logs, Classroom Data

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Some classrooms do not have adequate space for small group instruction/rotation. Also, teachers must continuously and constantly monitor student progression and adapt instruction and tools accordingly.	4A.1. The use of small groups/differentiated instruction in all reading classrooms will assure all students receive instruction matched to their appropriate level and reading comprehension needs. Literacy coach to provide small group remediation for struggling students Use of mini assessment to progress monitor Homeroom classes arranged by skill level to narrow the focus of reading instruction Department Meetings reorganized to include regular data chats to monitor student progress and adjust instruction as documented in Department Binders	4A.1. Administration, Literacy Coach, Department Chairs	4A.1. FAIR testing, Reading Plus, Read 180, and varied forms of progress monitoring used by the classroom teachers. Use of instructional focus calendars. Data chats/monitoring	4A.1. Classroom visitation logs, FAIR, Read 180, Reading Plus Data, EduSoft, TEAM, Deliberate Practice
Reading Goal #4A: Increase by 5 percentage points the number of students making learning gains in reading.	2012 Current Level of Performance:* *59%*	2013 Expected Level of Performance:* *64%*					
			4A.2. Students might not be held accountable by homeroom or teacher might not implement reading initiative with fidelity and might not hold students accountable.	4A.2. Implementation of daily school wide 30 minutes of reading during homeroom. Homeroom is worth .5 credits for student accountability. Grades will be entered. PD on how to use homeroom initiative with fidelity	4A.2. Teachers, Administration	4A.2. Improvement on FAIR testing, Read 180, Reading Plus, and teacher feedback/ observations	4A.2. Classroom visitation logs, talking with students, FAIR Data, FCAT Reading Data, TEAM
			4A.3. Students might become bored with the repetitive nature of the tool and teachers might not use the abundance of individualized tools built into the program.	4A.3. Use of Reading Plus as a remediation tool that will adapt to the needs of the student. Use of informational text to increase interest of students Literacy coach to provide small group remediation for struggling students Homeroom classes arranged by skill level to narrow the focus of reading instruction	4A.3. Reading teachers, Literacy Coach	4A.3.Reading Plus Data Reports, FAIR data, Student Feedback	4A.3. FCAT Reading Data, FAIR Data

2012-2013 School Improvement Plan (SIP)-Form SIP-1

4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.			4B.1 .The nature of the student's disability may prevent the student from working in the supported level of access points.	4B.1 .. Increase visual supports in daily instruction in order to help the students reach higher level standards.	4B.1 .Administration, ESE Specialist, Teacher	4B.1 .Increased on reading scores on the Florida Alternative Assessment	4B.1 . FAA "News 2 You" Monthly Checkpoints
Reading Goal #4B: Maintain 100% of all students making learning gains in reading.	2012 Current Level of Performance:* *Not enough data to maintain confidentiality.*	2013 Expected Level of Performance:* *Not enough data to maintain confidentiality.*					
			4B.2. Availability of age appropriate and reading level materials	4B.2. Organizing Community Based Instruction to be presented at the local public library.	4B.2. Teacher of record	4B.2. Student participation in oral book report to the class.	4B.2. Classroom visitation logs, Classroom Data
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 53% scored satisfactory in reading		51% scored satisfactory in reading	61% will score satisfactory in reading	65% will score satisfactory in reading	69% will score satisfactory in reading	73% will score satisfactory in reading	77% will score satisfactory in reading
Reading Goal #5A: During 2012-2013, we will increase by 10 percentage points the number of students reaching proficiency (Level 3 and above) in reading.								

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.			5.B.1. Lack of teachers implementing effective strategies in the area of increasing literacy achievement with various ethnic groups and all struggling students.	5.B.1. Continue implementation and use of the FAIR assessments Reading Plus/Read 180 data to provide targeted instruction at the level to best meet the needs of students Training/monitoring of teachers in implementing AVID critical reading strategies across content areas Use of Rosetta Stone for Ell language acquisition	5.B.1. Administration, Literacy Coach, Reading Teachers	5.B.1. Quarterly review of FAIR/Read180/Reading Plus data (Data Chats). Use Lesson Studies to ensure appropriate use of data to drive instruction Literacy Coach to do individualized coaching/ observations of strategies to ensure effectiveness	5.B.1. FAIR/Read 180/Reading Plus assessments and reports, classroom visitation logs, TEAM	
Reading Goal #5B: Increase by 10 percentage points the number of white students reaching proficiency in reading, by 4 percentage points the number of black students reaching proficiency in	2012 Current Level of Performance:* White: 58% Black: 34% Hispanic: 37% Asian: NA American Indian: NA	2013 Expected Level of Performance:* White: 68% Black: 38% Hispanic: 50% Asian: NA American Indian: NA						

reading, and by 13 percentage points the number of Hispanic students reaching proficiency in reading.	*reaching proficiency	*reaching proficiency		CAR-PD teachers to assist with implementing reading strategies PD in unwrapping the standards PD in text complexity PD for teachers on the use of task cards to ensure structural alignment to standards			
			5B.2. Inability to meet scheduling needs based on school size and class options during any given period, and vast degree of achievement gaps within a given class.	5B.2. Ensure students are scheduled into classes best suited to ensure academic growth. Literacy coach to provide small group remediation for struggling students Homeroom classes arranged by skill level to narrow the focus of reading instruction A/B Schedule to better meet student needs year-long	5B.2. Administration, Guidance, ESE Specialist	5B.2. Students' grades will be monitored to ensure proper placement of students.	5B.2. Classroom visitation logs, FAIR/Read 180/Reading Plus Data, Classroom Data
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1 Fluency issue due to language barrier	5C.1 Daily read-alouds, shared reading, guided oral reading, peer mentoring, TA assistance Increase use of Rosetta Stone for language acquisition of ELL students and monitor their progress	5C.1 ESOL endorsed teachers, all teachers, ELL Contact	5C.1Test/Evaluations	5C.1. 5-Scale Fluency Test, Rosetta Stone
Reading Goal #5C: Increase by 5 percentage points the number of ELL students reaching proficiency in reading.	2012 Current Level of Performance:* **21%** *reaching proficiency	2013 Expected Level of Performance:* **16%** *reaching proficiency					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

2012-2013 School Improvement Plan (SIP)-Form SIP-1

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5.D.1. Lack of teachers implementing effective strategies in the area of increasing literacy achievement with struggling students.	5.D.1. Continue implementation and use of the FAIR assessments Reading Plus/Read 180 data to provide targeted instruction at the level to best meet the needs of students	5.D.1. Administration, Literacy Coach, Reading Teachers	5.D.1. Quarterly review of FAIR/Read180/Reading Plus data (Data Chats). Use Lesson Studies to ensure appropriate use of data to drive instruction	5.D.1. FAIR/Read 180/Reading Plus assessments and reports, classroom visitation logs, TEAM
Reading Goal #5D: Increase by 15 percentage points the number of students with disabilities reaching proficiency in reading.	2012 Current Level of Performance:* **33%** *reaching proficiency	2013 Expected Level of Performance:* **30%** *reaching proficiency		Training/monitoring of teachers in implementing AVID critical reading strategies across content areas CAR-PD teachers to assist with implementing reading strategies PD in unwrapping the standards PD in text complexity PD for teachers on the use of task cards to ensure structural alignment to standards		Literacy Coach to do individualized coaching/ observations of strategies to ensure effectiveness	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Students have lack of resources at home; tutoring is unavailable.	5E.1. Implement NHS peer tutoring after school on Mondays, Tuesdays, and Thursdays. Transportation to be arranged home for students.	5E.1. NHS Sponsor, Administration	5E.1. Tutoring Logs, student data chats, etc.	5E.1. Student grades and test scores.

Reading Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*
Increase by 9 percentage points the number of economically disadvantaged students reaching proficiency in reading.	**39%** *reaching proficiency	**48%** *reaching proficiency

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FAB Fridays—Technological Content Literacy for 21st Century Learners	All	Andrea Holt/Ashley Salamon	Open to all	3 dates throughout the 2012-2013 school year	Each session followed up in classroom with modeling or co-teaching	Administration
Teachers Improving Practices (TIPs Training)	English, Reading and Elective Teachers	Andrea Holt	Required	6 dates throughout the 2012-2013 school year	Lesson Plans, Classroom Visitation Logs/Observations	Administration
Text Complexity	All	Andrea Holt	Required	October 19, 2012	Lesson Plans, Classroom Visitation Logs/Observations	Administration
CCSS: Anchor Standards	All	Andrea Holt/Content Area Coach/Katie Baker	Required	4 dates throughout the 2012-2013 school year	Lesson Plans, Classroom Visitation Logs/Observations	Administration
Creative Coaching	All	Andrea Holt/Content	Required	Numerous dates throughout the school year	Lesson Plans, Classroom Visitation Logs/Observations	Administration/Literacy Coach/Content Area Coach

		Area Coach				

Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Reading Plus	Computers	Already in place	$0
Homeroom Remediation	Student Workbooks	SAI Budget	$
			Subtotal: $0
Technology			
Strategy	Description of Resources	Funding Source	Amount
FAB Fridays	Computers	Already in place	$0
Moodle for PD Resources	Computers	Already in place	$0
			Subtotal: $0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
School Based In-services	Handouts, Modeling of Strategies	Already in place (handouts on Moodle)	$0.00
			Subtotal: $0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $0
			Total: $0

End of Reading Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking. CELLA Goal #1: Increase by 25 percentage points the number of students achieving proficiency in listening/speaking in 9th grade. Maintain 100% level of proficiency in 10th through 12th grades.	2012 Current Percent of Students Proficient in Listening/Speaking: *9th Grade* *46% (6)* *10th Grade* *100% (2)* *11th Grade* *100% (2)* *12th Grade* *100% (3)*	1.1. Second language learning barriers in phonemic awareness, fluency, vocabulary, comprehension, intonation, and accent	1.1. Use of technology (including videos or CDs) for developing English listening and speaking skills	1.1. LA/English teachers	1.1. Assessments/Evaluations, Teacher Observations, Listening/Speaking Tests	1.1. State/District Approved LEP Test
		1.2. Lack of heritage speaking teachers to work with students individually	1.2. Use of Rosetta Stone	1.2. LA/English teachers with Rosetta Stone License	1.2. Test Data Review	1.2. Rosetta Stone Tests
		1.3. Cultural and behavior impediments	1.3. Continue to address this by working with students and families on an individual basis	1.3. Teachers/Administration	1.3. Observations, Anecdotal documentation, follow-ups	1.3. Conferencing
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading. CELLA Goal #2: Increase by 17 percentage points the number of students achieving proficiency in reading.	2012 Current Percent of Students Proficient in Reading: *9th Grade* *8% (1)* *10th Grade* *0% (0)* *11th Grade* *50% (1)*	2.1. Fluency issue due to language barrier	2.1. Daily read-alouds, shared reading, guided oral reading, peer mentoring, TA assistance	2.1. ESOL endorsed teachers, all teachers	2.1. Test/Evaluations	2.1. 5-Scale Fluency Test, Rosetta Stone

June 2012
Rule 6A-1.099811
Revised April 29, 2011

	12th Grade *33% (1)*				
		2.2. Vocabulary Deficiencies	2.2. Jeopardy games, word study & usage, peer practices, word drawings	2.2. ESOL endorsed teachers, all teachers	2.2. Teacher observations, oral and written tests, anecdotal documentation, data chats	2.2. Teacher designed form, teacher-made tests, anecdotal form, test data
		2.3. Comprehension difficulties	2.3. Fix-up strategies, teacher modeling, peer/TA assistance and mentoring	2.3. ESOL endorsed teachers, all teachers	2.3. Teacher observations, oral and written tests, anecdotal documentation, data chats	2.3. Teacher designed form, teacher-made tests, anecdotal form, test data

Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing. CELLA Goal #3: Increase by 25 percentage points the number of students achieving proficiency in writing.	2012 Current Percent of Students Proficient in Writing : *9th Grade* *15% (2)* *10th Grade* *1% (5)* *11th Grade* *0% (0)* *12th Grade* *33% (1)*	3.1. Limited vocabulary	3.1. Intensive class practices Increase use of Rosetta Stone to allow students to acquire language and vocabulary development	3.1. All teachers	3.1. Teacher observations, oral and written tests, anecdotal documentation, data chats, conferencing	3.1. Writing prompts, journals, reflection logs, written projects, creative writing
		3.2. Insufficient grammar skills	3.2. Rosetta Stone writing	3.2. Teachers with Rosetta Stone license	3.2. Data review/conferencing	3.2. Program testing
		3.3. Limited mechanics, punctuation, and style skills	3.3. Rosetta Stone Lessons	3.3. Teachers with Rosetta Stone license	3.3. Data review/conferencing	3.3. Program testing

2012-2013 School Improvement Plan (SIP)-Form SIP-1

CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $0
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $0
			Total: $0

End of CELLA Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Florida Alternate Assessment High School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

High School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1.1. The nature of the student's disability may prevent the student from working in the supported level of access points	1.1. Increase visual supports and the use of manipulatives in daily instruction in order to help the students reach higher level standards.	1.1. Administration, ESE Specialist, Teacher	1.1. Increased on math scores on the Florida Alternative Assessment	1.1. FAA "News 2 You" Monthly Checkpoints
Mathematics Goal #1: Decrease by 12.5 percentage points the number of students scoring at 4, 5, and 6 in math by also reducing levels 1, 2,and 3 by 12.5%.	2012 Current Level of Performance:* *Not enough data to maintain confidentiality.*	2013 Expected Level of Performance:* *Not enough data to maintain confidentiality.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2.1. .The nature of the student's disability may prevent the student from working in the independent level of access points.	2.1. . Increase visual supports and use of manipulatives in daily instruction in order to help the students reach higher level standards.	2.1. Administration, ESE Specialist, Teacher	2.1. Increased on math scores on the Florida Alternative Assessment	2.1. FAA "News 2 You" Monthly Checkpoints
Mathematics Goal #2: Increase by 25 percentage points the number of students scoring at or above level 7 in mathematics.	2012 Current Level of Performance:* *Not enough data to maintain confidentiality.*	2013 Expected Level of Performance:* *Not enough data to maintain confidentiality.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

June 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3.1. The nature of the student's disability may prevent the student from working in the supported level of access points	3.1. Increase visual supports and the use of manipulatives in daily instruction in order to help the students reach higher level standards.	3.1. Administration, ESE Specialist, Teacher	3.1. Increase math scores on the Florida Alternative Assessment	3.1. FAA "News 2 You" Monthly Checkpoints
Math Goal #3: Achieve 100% of all students making learning gains in math.	2012 Current Level of Performance:* *Not enough data to maintain confidentiality.*	2013 Expected Level of Performance:* *Not enough data to maintain confidentiality.*					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4.1. The nature of the student's disability may prevent the student from working in the supported level of access points	4.1. Increase visual supports and the use of manipulatives in daily instruction in order to help the students reach higher level standards.	4.1. Administration, ESE Specialist, Teacher	4.1. Increase math scores on the Florida Alternative Assessment	4.1. FAA "News 2 You" Monthly Checkpoints
Mathematics Goal #4: Achieve 100% of all students making learning gains in math.	2012 Current Level of Performance:* *Not enough data to maintain confidentiality.*	2013 Expected Level of Performance:* *Not enough data to maintain confidentiality.*					
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.

End of Florida Alternate Assessment High School Mathematics Goals

June 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Algebra 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

<table>
<tr><td colspan="3" align="center">Algebra 1 EOC Goals</td><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<td colspan="3">Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:</td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td colspan="3">1. Students scoring at Achievement Level 3 in Algebra 1.

Algebra 1 Goal #1:

Increase by 4 percentage points the number of students scoring Level 3 by moving 4% of Level 2 students up to Level 3.</td>
<td>1.1. Students need remediation not included in current curriculum maps</td>
<td>1.1. Develop instructional focus calendar for FCIM that gives extra time to areas where our data shows weaknesses.

Content Area Coach to provide small group remediation for struggling students

Homeroom classes arranged by skill level to narrow the focus of Algebra 1 instruction/remediation</td>
<td>1.1.
AP over Mathematics, Math Department Chair, Math Teachers, Content Area Coach</td>
<td>1.1. Show master of benchmarks through charting student data and teacher/student data chats from weekly mini-assessments.</td>
<td>1.1. Instructional Focus Calendars, Mini-assessments, Lake County benchmark assessment progress monitoring midyear, EduSoft</td>
</tr>
<tr>
<td colspan="3"></td>
<td>1.2. Adequate time may not be spent in concept/strand areas of greatest need.</td>
<td>1.2. Use focus lessons through lesson studies that go more in depth and concentrate more time on higher percentage strands (use of item specifications and task cards)

Utilize common assessments followed by data chats to effectively determine concept/strand areas of greatest need.

Content Area Coach to provide small group remediation for struggling students and ongoing individualized PD for teachers

Homeroom classes arranged by skill level to narrow the focus of Algebra 1 instruction/remediation

Increased use of inquiry based facilitation in each classroom</td>
<td>1.2.
AP over Mathematics Math Department Chair. Math Teachers, Content Area Coach</td>
<td>1.2. Show master of benchmarks through charting student data and teacher/student data chats from weekly mini-assessments as well as common assessments</td>
<td>1.2. FCIM Mini-assessments, Lake County benchmark assessment progress monitoring midyear, common assessments</td>
</tr>
</table>

Within the first goal cell, the performance sub-table:

	2012 Current Level of Performance:*	2013 Expected Level of Performance:*
	Level 3 *35.8% (67)*	*Level 3* *39.8% (75)*

			1.3. Students may lack motivation to achieve learning gains in math due to the lack of relevance and differentiated instruction	1.3. Use PENDA as a computer assisted remediation tool that will differentiate instruction for state benchmarks. Content Area Coach to provide small group remediation for struggling students and ongoing individualized PD for teachers Homeroom classes arranged by skill level to narrow the focus of Algebra 1 instruction/remediation	1.3. AP over Mathematics Math Teachers, Content Area Coach	1.3. Show mastery of benchmarks through mandated statewide math exam and improved student grades	1.3. Benchmark Exams EOC Exams Teacher-made Assessments, Penda reports, EduSoft, Common assessment data
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1. Algebra Goal #2: Increase by 5 percentage points the number of students scoring Level 3 by moving 5% of Level 3 students up to Level 4 or 5.	2012 Current Level of Performance:* *Levels 4 & 5 5.8% (11)*	2013 Expected Level of Performance:* *Levels 4 & 5 10.8% (20)*	2.1. Teachers having time to collaborate with each other, implement data chats, and lesson study discussions.	2.1. Post more information on Moodle to free up 75% of department meeting time for more collaborative time between department members (data chats/lesson study) Content Writing PLCs held on the 4th Wednesday of each month	2.1. Math Department Chair AP over Mathematics	2.1. Teachers incorporate new strategies in lesson plans. Student writing activities explain inquiry bases activities. Students writing also explain how math process standards and higher order thinking were used in the lesson. Lesson study groups meet bi-weekly	2.1. Lesson Study Lesson Plans Advanced Math Classes Student writing activities Benchmark Assessment Progress Monitoring FCAT Math
			2.2. Students may lack motivation to achieve learning gains in math due to the lack of relevance and differentiated instruction	2.2. Use PENDA as a computer assisted remediation tool that will differentiate instruction for state benchmarks. Content Area Coach to provide small group remediation for struggling students and ongoing individualized PD for teachers Homeroom classes arranged by skill level to narrow the focus of Algebra 1 instruction/remediation	2.2. AP over Mathematics Math Teachers, Content Area Coach	2.2. Show mastery of benchmarks through mandated statewide math exam and improved student grades	2.2. Benchmark Exams EOC Exams Teacher-made Assessments, Penda reports, EduSoft, Common assessment data
			2.3.	2.3.	2.3.	2.3.	2.3.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 31% scored satisfactory in math	68% scored satisfactory in Algebra 1	43% will score satisfactory in Algebra 1	48% will score satisfactory in Algebra 1	54% will score satisfactory in Algebra 1	60% will score satisfactory in Algebra 1	68% will score satisfactory in Algebra 1
Algebra 1 Goal #3A: (NOTE: the Target AMOs identified by the state are listed. We do not agree that the targets should be lower than our current achievement data.) Increase by 5 percentage points the number of students scoring proficient in Algebra 1.							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra 1.**		3B.1. Students need remediation not included in current curriculum maps	3B.1. Develop instructional focus calendar for FCIM that gives extra time to areas where our data shows weaknesses. Content Area Coach to provide small group remediation for struggling students and ongoing individualized PD for teachers Homeroom classes arranged by skill level to narrow the focus of Algebra 1 instruction/remediation	3B.1. AP over Mathematics, Math Department Chair, Math Teachers, Content Area Coach	3B.1. Show master of benchmarks through charting student data and teacher/student data chats from weekly mini-assessments.	3B.1. Instructional Focus Calendars, Mini-assessments, Lake County benchmark assessment progress monitoring midyear, EduSoft	
Algebra 1 Goal #3B: (NOTE: the Target AMOs identified by the state are listed. We do not agree that the targets should be lower than our current achievement data.) Decrease by 5 percentage points the number of all students (white, black, Hispanic) not scoring proficient in Algebra 1.	**2012 Current Level of Performance:*** White: 26% Black: 50% Hispanic: 48% Asian: NA American Indian: NA *reaching proficiency	**2013 Expected Level of Performance:*** White: 45% Black: 69% Hispanic: 76% Asian: NA American Indian: NA * reaching proficiency					
		3B.2. Adequate time may not be spent in concept/strand areas of greatest need.	3B.2. Use focus lessons through lesson studies that go more in depth and concentrate more time on higher percentage strands (use of item specifications) Utilize common assessments followed by data chats to	3B.2. AP over Mathematics Math Department Chair. Math Teachers, Content Area Coach	3B.2. Show master of benchmarks through charting student data and teacher/student data chats from weekly mini-assessments as well as common assessments	3B.2. FCIM Mini-assessments, Lake County benchmark assessment progress monitoring midyear, common assessments	

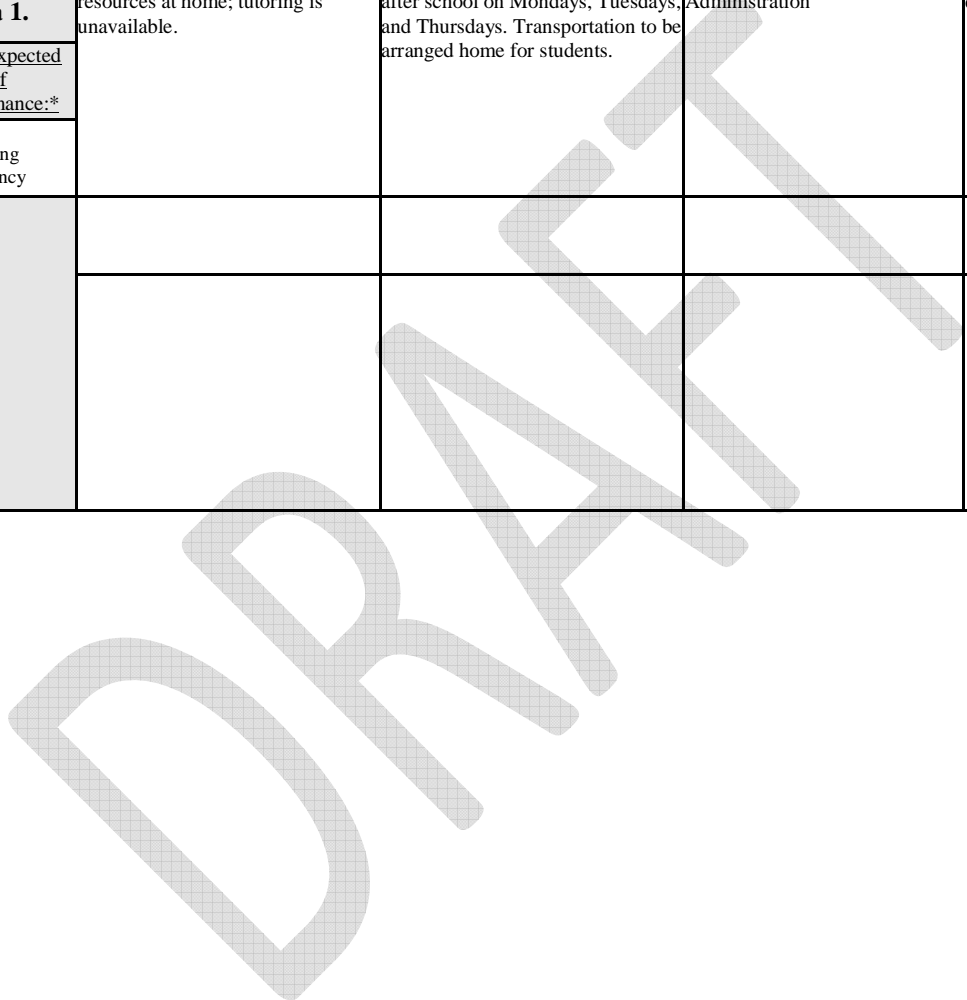|					
			effectively determine concept/strand areas of greatest need. Content Area Coach to provide small group remediation for struggling students and ongoing individualized PD for teachers Homeroom classes arranged by skill level to narrow the focus of Algebra 1 instruction/remediation			
		3B.3. Students may lack motivation to achieve learning gains in math due to the lack of relevance and differentiated instruction	3B.3. Use PENDA as a computer assisted remediation tool that will differentiate instruction for state benchmarks. Content Area Coach to provide small group remediation for struggling students and ongoing individualized PD for teachers Homeroom classes arranged by skill level to narrow the focus of Algebra 1 instruction/remediation Increase use of project based learning opportunities (real world application)	3B.3. AP over Mathematics Math Teachers, Content Area Coach	3B.3. Show mastery of benchmarks through mandated statewide math exam and improved student grades	3B.3. Benchmark Exams EOC Exams Teacher-made Assessments, Penda reports, EduSoft, Common assessment data

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra 1 Goal #3C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Data Not Available	*Data Not Available*					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			3D.1. Students need remediation not included in current curriculum maps	3D.1. Develop instructional focus calendar for FCIM that gives extra time to areas where our data shows weaknesses. Content Area Coach to provide small group remediation for struggling students and ongoing individualized PD for teachers Homeroom classes arranged by skill level to narrow the focus of Algebra 1 instruction/remediation	3D.1. AP over Mathematics, Math Department Chair, Math Teachers, Content Area Coach	3D.1. Show master of benchmarks through charting student data and teacher/student data chats from weekly mini-assessments.	3D.1. Instructional Focus Calendars, Mini-assessments, Lake County benchmark assessment progress monitoring midyear, EduSoft
Algebra 1 Goal #3D: (NOTE: the Target AMOs identified by the state are listed. We do not agree that the targets should be lower than our current achievement data.) Decrease by 5 percentage points the number of all students with disabilities not scoring proficient in Algebra 1.	2012 Current Level of Performance:* 37% * reaching proficiency	2013 Expected Level of Performance:* 49% * reaching proficiency					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.			3E.1. Students have lack of resources at home; tutoring is unavailable.	3E.1. Implement NHS peer tutoring after school on Mondays, Tuesdays, and Thursdays. Transportation to be arranged home for students.	3E.1. NHS Sponsor, Administration	3E.1. Tutoring Logs, student data chats, etc.	3E.1. Student grades and test scores.
Algebra 1 Goal #3E: (NOTE: the Target AMOs identified by the state are listed. We do not agree that the targets should be lower than our current achievement data.) Decrease by 5 percentage points the number of all economically disadvantaged students not scoring proficient in Algebra 1.	2012 Current Level of Performance:* 40% * reaching proficiency	2013 Expected Level of Performance:* 63% * reaching proficiency					

End of Algebra 1 EOC Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Geometry End-of-Course Goals *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1. Students need remediation not included in current curriculum maps	1.1. Develop instructional focus calendar for FCIM that gives extra time to areas where our data shows weaknesses. Content Area Coach to provide small group remediation for struggling students and ongoing individualized PD for teachers Homeroom classes arranged by skill level to narrow the focus of Algebra 1 instruction/remediation	1.1. AP over Mathematics, Math Department Chair, Math Teachers, Content Area Coach	1.1. Show master of benchmarks through charting student data and teacher/student data chats from weekly mini-assessments.	1.1. Instructional Focus Calendars, Mini-assessments, Lake County benchmark assessment progress monitoring midyear, EduSoft
Geometry Goal #1: Data Not Available	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1.2. Adequate time may not be spent in concept/strand areas of greatest need.	1.2. Use focus lessons through lesson studies that go more in depth and concentrate more time on higher percentage strands (use of item specifications) Utilize common assessments followed by data chats to effectively determine concept/strand areas of greatest need. Content Area Coach to provide small group remediation for struggling students and ongoing individualized PD for teachers Homeroom classes arranged by skill level to narrow the focus of Algebra 1 instruction/remediation	1.2. AP over Mathematics Math Department Chair. Math Teachers, Content Area Coach	1.2. Show master of benchmarks through charting student data and teacher/student data chats from weekly mini-assessments as well as common assessments	1.2. FCIM Mini-assessments, Lake County benchmark assessment progress monitoring midyear, common assessments
			1.3. Students may lack motivation to achieve learning gains in math due to the lack of relevance and differentiated instruction	1.3. Use PENDA as a computer assisted remediation tool that will differentiate instruction for state benchmarks. Content Area Coach to provide	1.3. AP over Mathematics Math Teachers, Content Area Coach	1.3. Show mastery of benchmarks through mandated statewide math exam and improved student grades	1.3. Benchmark Exams EOC Exams Teacher-made Assessments, Penda reports, EduSoft, Common assessment data

			small group remediation for struggling students and ongoing individualized PD for teachers Homeroom classes arranged by skill level to narrow the focus of Algebra 1 instruction/remediation			
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2: Data Not Available	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	2.1. Teachers having time to collaborate with each other, implement data chats, and lesson study discussions.	2.1. Post more information on Moodle to free up 75% of department meeting time for more collaborative time between department members (data chats/lesson study) Content Writing PLCs held on the 4th Wednesday of each month	2.1. Math Department Chair AP over Mathematics, Content Area Coach	2.1. Teachers incorporate new strategies in lesson plans. Student writing activities explain inquiry bases activities. Students writing also explain how math process standards and higher order thinking were used in the lesson. Lesson study groups meet bi-weekly	2.2. Lesson Study Lesson Plans Advanced Math Classes Student writing activities Benchmark Assessment Progress Monitoring FCAT Math
			2.2. Students may lack motivation to achieve learning gains in math due to the lack of relevance and differentiated instruction	2.2. Use PENDA as a computer assisted remediation tool that will differentiate instruction for state benchmarks. Content Area Coach to provide small group remediation for struggling students and ongoing individualized PD for teachers Homeroom classes arranged by skill level to narrow the focus of Algebra 1 instruction/remediation	2.2. AP over Mathematics Math Teachers, Content Area Coach	2.2. Show mastery of benchmarks through mandated statewide math exam and improved student grades	2.2. Benchmark Exams EOC Exams Teacher-made Assessments, Penda reports, EduSoft, Common assessment data
			2.3.	2.3.	2.3.	2.3.	2.3.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012**					
Geometry Goal #3A: *Data not available.*						

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**		3B.1. Students need remediation not included in current curriculum maps	3B.1. Develop instructional focus calendar for FCIM that gives extra time to areas where our data shows weaknesses. Content Area Coach to provide small group remediation for struggling students and ongoing individualized PD for teachers Homeroom classes arranged by skill level to narrow the focus of Algebra 1 instruction/remediation	3B.1. AP over Mathematics, Math Department Chair, Math Teachers, Content Area Coach	3B.1. Show master of benchmarks through charting student data and teacher/student data chats from weekly mini-assessments.	3B.1. Instructional Focus Calendars, Mini-assessments, Lake County benchmark assessment progress monitoring midyear, EduSoft
Geometry Goal #3B: *Data not available.*	2012 Current Level of Performance:* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* White: Black: Hispanic: Asian: American Indian:				
		3B.2. Adequate time may not be spent in concept/strand areas of greatest need.	3B.2. Use focus lessons through lesson studies that go more in depth and concentrate more time on higher percentage strands (use of item specifications) Utilize common assessments followed by data chats to effectively determine concept/strand areas of greatest need. Content Area Coach to provide	3B.2. AP over Mathematics Math Department Chair. Math Teachers, Content Area Coach	3B.2. Show master of benchmarks through charting student data and teacher/student data chats from weekly mini-assessments as well as common assessments	3B.2. FCIM Mini-assessments, Lake County benchmark assessment progress monitoring midyear, common assessments

| | | | small group remediation for struggling students and ongoing individualized PD for teachers

Homeroom classes arranged by skill level to narrow the focus of Algebra 1 instruction/remediation | | | |
|---|---|---|---|---|---|
| | | 3B.3. Students may lack motivation to achieve learning gains in math due to the lack of relevance and differentiated instruction | 3B.3. Use PENDA as a computer assisted remediation tool that will differentiate instruction for state benchmarks.

Content Area Coach to provide small group remediation for struggling students and ongoing individualized PD for teachers

Homeroom classes arranged by skill level to narrow the focus of Algebra 1 instruction/remediation | 3B.3.
AP over Mathematics
Math Teachers, Content Area Coach | 3B.3. Show mastery of benchmarks through mandated statewide math exam and improved student grades | 3B.3.
Benchmark Exams
EOC Exams
Teacher-made Assessments, Penda reports, EduSoft, Common assessment data |

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Geometry Goal #3C: *Data not available.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			3D.1. Students need remediation not included in current curriculum maps	3D.1. Develop instructional focus calendar for FCIM that gives extra time to areas where our data shows weaknesses. Content Area Coach to provide small group remediation for struggling students and ongoing individualized PD for teachers Homeroom classes arranged by skill level to narrow the focus of Algebra 1 instruction/remediation	3D.1. AP over Mathematics, Math Department Chair, Math Teachers, Content Area Coach	3D.1. Show master of benchmarks through charting student data and teacher/student data chats from weekly mini-assessments.	3D.1. Instructional Focus Calendars, Mini-assessments, Lake County benchmark assessment progress monitoring midyear, EduSoft
Geometry Goal #3D: *Data not available.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			3E.1. Students have lack of resources at home; tutoring is unavailable.	3E.1. Implement NHS peer tutoring after school on Mondays, Tuesdays, and Thursdays. Transportation to be arranged home for students.	3E.1. NHS Sponsor, Administration	3E.1. Tutoring Logs, student data chats, etc.	3E.1. Student grades and test scores.
Geometry Goal #3E: *Data not available.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FAB Fridays—Technological Content Literacy for 21st Century Learners	All	Andrea Holt/Ashley Salamon	Open to all	3 dates throughout the 2012-2013 school year	Each session followed up in classroom with modeling or co-teaching	Administration
Teachers Improving Practices (TIPs Training)	English, Reading and Elective Teachers	Andrea Holt	Required	6 dates throughout the 2012-2013 school year	Lesson Plans, Classroom Visitation Logs/Observations	Administration
Creative Coaching	All	Andrea Holt/Content Area Coach	Required	Numerous dates throughout the school year	Lesson Plans, Classroom Visitation Logs/Observations	Administration/Literacy Coach/Content Area Coach

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
PENDA Program	25 Computers	Already in Place	$0
Peer Tutoring	Volunteers	N/A	$0
Homeroom Remediation	Student Workbooks	SAI Budget	$2,880.00
			Subtotal: $0
Technology			
Strategy	Description of Resources	Funding Source	Amount
PENDA Program	25 Computers	Already in Place	$0
PD Resources on Moodle	Computers	Already in Place	$0
FAB Friday (Tech Training)	In-house Best Practices	N/A	$0
			Subtotal: $0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
FAB Friday (Tech Training)	In-house Best Practices	N/A	$0
PD Resources on Moodle	Computers	Already in Place	$0
			Subtotal: $0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $0
			Total: $0

End of Mathematics Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Florida Alternate Assessment High School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1.1. The nature of the student's disability may prevent the student from working in the supported level of access points	1.1. Increase visual supports and the use of manipulatives in daily instruction in order to help the students reach higher level standards.	1.1. Administration, ESE Specialist, Teacher	1.1. Increase science scores on the Florida Alternative Assessment	1.1. FAA "News 2 You" Monthly Checkpoints
Science Goal #1: Maintain that 100% of all students achieve levels 7, 8, and 9 in science.	2012 Current Level of Performance:* *Not enough data to maintain confidentiality.*	2013 Expected Level of Performance:* *Not enough data to maintain confidentiality.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1. The nature of the student's disability may prevent the student from working in the supported level of access points	2.1. Increase visual supports and the use of manipulatives in daily instruction in order to help the students reach higher level standards.	2.1. Administration, ESE Specialist, Teacher	2.1. Increase science scores on the Florida Alternative Assessment	2.1. FAA "News 2 You" Monthly Checkpoints
Science Goal #2: Maintain that 100% of all students achieve levels 7, 8, and 9 in science.	2012 Current Level of Performance:* *Not enough data to maintain confidentiality.*	2013 Expected Level of Performance:* *Not enough data to maintain confidentiality.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Florida Alternate Assessment High School Science Goals

Biology 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Biology I EOC)*

2012-2013 School Improvement Plan (SIP)-Form SIP-1

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Biology 1 EOC Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1. Biology 1 Goal #1: Data Not Available 2012 Current Level of Performance:* 2013 Expected Level of Performance:*	1.1. Students who need the most help in achieving learning gains are the least likely to stay after school for extra tutoring	1.1 Incorporate collaborative groups for labs and other learning activities. Offer assistance during homeroom time and before and after school.	1.1. AP over Science Department & Science Department Chair Content Area Coach	1.1. Show mastery of benchmarks thorough charting student data and weekly data chats related to mini assessments and lab report scores. Use benchmark assessments to guide teaching	1.1. Teacher-made assessment EOC
	1.2 . Adequate time may not be spent in concept / strand areas of greatest need.	1.2. Common assessments and FCIM focus calendars and mini assessments in all biology classes and meet with biology teachers weekly to discuss best practices	1.2. AP over Science Department & Science Department Chair Content Area Coach	1.2. Show mastery of benchmarks thorough charting student data and weekly data chats related to mini assessments and lab report scores. Use benchmark assessments to guide teaching	1.2. Teacher-made assessment EOC
	1.3. Students may lack motivation to achieve learning gains due to the perceived lack of relevance.	1.3. Incorporate more hands on real world lab activities. Utilize current science issues for reading and writing assignments. Increase inquiry based labs	1.3. . AP over Science Department & Science Department Chair Content Area Coach	1.3. Show mastery of benchmarks through lab reports, writing and reading assignments. Demonstrate the connections between science in school and the real world.	1.3. Teacher-made assessment EOC
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1. Biology 1 Goal #2: Data Not Available 2012 Current Level of Performance:* 2013 Expected Level of Performance:*	1.2. Students lack motivation to achieve learning gains in science due to having fulfilled proficiency requirements	1.2. . Create student interest by implementing student directed, project and inquiry based learning modules	1.2. . AP over Science Department & Science Department Chair Content Area Coach	1.2. Show mastery of benchmarks through project work and lab documentation	1.2. Teacher made assessments
	1.3. Course pacing requirements limit time spent on concepts which could peak more interest in these upper level students	1.3. Use benchmark assessments to find strengths and weaknesses. For weak areas, incorporate high interest topics for supplemental reading and writing whenever possible to connect learning to real world.	1.3. AP over Science Department & Science Department Chair Content Area Coach	1.3. Show mastery of science benchmarks through extended reading and writing assessments	1.3. Teacher made assessments and school wide writing across the curriculum project.

		2.3 . Adequate time may not be spent in concept / strand areas of greatest need.	2.3. Common assessments and FCIM focus calendars and mini assessments in all biology classes and meet with biology teachers weekly to discuss best practices	2.3. AP over Science Department & Science Department Chair Content Area Coach	2.3. Show mastery of benchmarks through charting student data and weekly data chats related to mini assessments and lab report scores. Use benchmark assessments to guide teaching	2.3. Teacher-made assessment

End of Biology 1 EOC Goals

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FAB Fridays—Technological Content Literacy for 21st Century Learners	All	Andrea Holt/Ashley Salamon	Open to all	3 dates throughout the 2012-2013 school year	Each session followed up in classroom with modeling or co-teaching	Administration
Teachers Improving Practices (TIPs Training)	English, Reading and Elective Teachers	Andrea Holt	Required	6 dates throughout the 2012-2013 school year	Lesson Plans, Classroom Visitation Logs/Observations	Administration
Creative Coaching	All	Andrea Holt/Content Area Coach	Required	Numerous dates throughout the school year	Lesson Plans, Classroom Visitation Logs/Observations	Administration/Literacy Coach/Content Area Coach

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
PENDA Program	25 Computers	Already in Place	$0
Peer Tutoring	Volunteers	N/A	$0
Homeroom Remediation	Student Workbooks	SAI Budget	$
			Subtotal: $0
Technology			
Strategy	Description of Resources	Funding Source	Amount

PENDA Program	25 Computers	Already in Place	$0
PD Resources on Moodle	Computers	Already in Place	$0
FAB Friday (Tech Training)	In-house Best Practices	N/A	$0
			Subtotal: $0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
FAB Friday (Tech Training)	In-house Best Practices	N/A	$0
PD Resources on Moodle	Computers	Already in Place	$0
			Subtotal: $0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $0
			Total: $0

End of Science Goals

June 2012
Rule 6A-1.099811
Revised April 29, 2011

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 4.0 and higher in writing. Writing Goal #1A: Increase by 5% the students scoring level 4.0 or higher in writing.	2012 Current Level of Performance:* **21% (53)**	2013 Expected Level of Performance:* **26% (66)**	1A.1. Subjective nature of evaluating writing and rubric interpretation	1A.1. Monthly PLCs for content-specific/inquiry-based writing and grading collaboration with rubrics to ensure consistency using the new anchor sets Peer coaching to build capacity for writing integration	1A.1. Literacy Coach	1A.1. Ongoing progress monitoring through EduSoft database Depth of teacher comments on student writing	1A.1. EduSoft, Rubrics and anchor sets (state, school, and classroom designed)
			1A.2. Consistency of individualized feedback to students	1A.1. Monthly PLCs for content-specific/inquiry-based writing and grading collaboration with rubrics to ensure consistency using the new anchor sets Peer coaching to build capacity for writing integration	1A.1. Literacy Coach	1A.1. Ongoing progress monitoring through EduSoft database Quality of depth of science lab write-ups Depth of teacher comments on student writing	1A.1. EduSoft, Rubrics and anchor sets (state, school, and classroom designed)
			1A.3. Students need remediation based on skill level	1A.3. Skills-based scheduling of homerooms, providing 10th grade students with skills based instruction provided by ELA teacher Integration of common core and AVID strategies to promote additional writing opportunities across all content areas Use of the anchor sets to score writing samples	1A.3. Administration, Literacy Coach, All Teachers	1A.3. Grading of homeroom writing activities Grading and feedback provided of daily writing tasks within core courses Cornell notes student summaries	1A.3. Graded writing samples, EduSoft reports, TEAM Evaluations, anchor sets
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1B.1. Not enough writing practices in the classroom.	1B.1.Increase writing instruction and pair pictures with words to increase independent writing.	1B.1. ESE Specialist, Teacher	1B.1. Increased on writing scores on the Florida Alternative Assessment	1B.1. FAA "News 2 You" Monthly Checkpoints

Maintain that 100% of all students achieve levels 4 or higher in writing.	*Not enough data to maintain confidentiality.*	*Not enough data to maintain confidentiality.*				
			1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FAB Fridays—Technological Content Literacy for 21st Century Learners	All	Andrea Holt/Ashley Salamon	Open to all	3 dates throughout the 2012-2013 school year	Each session followed up in classroom with modeling or co-teaching	Administration
Teachers Improving Practices (TIPs Training)	All	Andrea Holt/Content Area Coach	Required	6 dates throughout the 2012-2013 school year	Lesson Plans, Classroom Visitation logs/observations	Administration
Writing PD & PLC	All	Andrea Holt	Required	4th Wednesday of each month	Monitoring of graded student writing samples	Administration

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Homeroom Remediation	Student Workbooks	SAI Budget	$
Writing Initiative	Student Use Own Paper	N/A	$0
			Subtotal: $0
Technology			
Strategy	Description of Resources	Funding Source	Amount
PD Resources on Moodle	Computers	Already in place	$0

2012-2013 School Improvement Plan (SIP)-Form SIP-1

			Subtotal: $0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Writing PLC	N/A	N/A	$0
FAB Fridays	Computers	Already in place	$0
			Subtotal: $0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $0
			Total: $0

End of Writing Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance Attendance Goal #1: Increase the average daily attendance rate by 2 percentage points based on the Lake County Schools Attendance Report. Decrease the number of students with excessive absences (20 or more days) by 2 percentage points based on the Lake County Schools Attendance Report.	2012 Current Attendance Rate:* *92.59% (999/1079)* 2012 Current Number of Students with Excessive Absences (20 or more) *8.33% (130/1065)* 2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Attendance Rate:* *94.6% (1045/1112)* 2013 Expected Number of Students with Excessive Absences (20 or more) *6.33% (70/1112)* 2013 Expected Number of Students with Excessive Tardies (10 or more)	1.1. Lack of parent support and/or socio economic status of student's families. Lack of school support personnel.	1.1. An alternative attendance policy Parent call-out system Written notification to parents for excessive tardies/attendance eSembler available for parents as a timely resource	1.1. Teachers, Administrators, Attendance Clerk, School Social Worker, Guidance Counselor	1.1. Tracking quarterly report from Student Services Attendance reviewed monthly	1.1.Report from Student Services Attendance report on FIDO
			1.2. Age of student	1.2. Mentoring team to individually address chronic absences	1.2. Administrators, Attendance Clerk, Guidance Counselors	1.2. Tracking reports from FIDO	1.2. Report from FIDO
			1.3.	1.3.	1.3.	1.3.	1.3.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Accurately recording absences and tardies	9-12	Administration	All faculty	August 2012, January 2013	Attendance clerk--tracking accuracy of attendance/tardies	Attendance Clerk, Administration
Dealing Positively with At-Risk Students	9-12	RtI Team	All Teachers	After each quarterly report for attendance, suspensions and academics	Review of suspension, attendance and academic data and reports	RTI team

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $0
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $0
			Total: $0

2012-2013 School Improvement Plan (SIP)-Form SIP-1

End of Attendance Goals

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension Suspension Goal #1: **Increase the number of positive behavior support interventions, thus decreasing the number of inappropriate behavior resulting in an out-of-school suspension by 3%.**	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions	1.1. No allocations for in-school-suspension	1.1. Positive Behavior Support program will be implemented school-wide to clearly define expectations for staff and students and to ensure that staff and students understand what is expected of them. LEAPS Lessons for ESE students	1.1. PBS Team, Administrators, Guidance Counselors	1.1. Discipline Data report will be reviewed monthly to determine if program is working and action plan will be modified as needed.	1.1. AS400 Data/FIDO/ discipline referral data/classroom visitation logs/LEAPS assessments
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	10.79% (115/1065) total out-of-school suspensions	**7.79% (87/1112)**					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	9% (96/1065)	**6% (67/1112)**					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Dealing Positively with At-Risk Students	9-12	RtI Team	All Teachers	After each quarterly report for attendance, suspensions and academics	Review of suspension, attendance and academic data and reports	RtI team

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
PBS Cane Cash	Cookies/Gift Cards/T-shirts/Lunches/Prizes	Donations	$0
			Subtotal: $0
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $0
			Total: $0

End of Suspension Goals

June 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Dropout Prevention Goal(s)</u>

Note: Required for High School- F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention <u>Dropout Prevention</u> GOAL #1: **Increase the percentage of students who stay in school during the 2012-2013 school year by .5% .** GOAL #2: **Increase the percentage of students who graduate during the 2012-2013 school year by 2% .** **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	2012 Current Dropout Rate:* *1.90% (5)* *(2011 data)* 2012 Current Graduation Rate:* *80.75% (NGA Grad)(210)* *(2011 data)*	2013 Expected Dropout Rate:* *1.40% (4)* 2013 Expected Graduation Rate:* *82.75% (216)*	1.1.Students' unwillingness to participate in their learning.	1.1.Allowing students the opportunity to remediate/redo assignments and tests. Mentoring program implementation (at-risk student to meet regularly with administrator and guidance counselor)	1.1. Teachers, Administrators	1.1.Various forms of progress monitoring	1.1.Progress reports and report card grades, FCAT scores, EOC exams, FAIR tests
			1.2. Students feeling that they are too far behind.	1.2. Allowing students the opportunity to retake a class that they have failed through E2020 (pending SAI funding)	1.2. E2020 teachers, guidance, administrators	1.2. Progress monitoring through E2020.	1.2.E2020 program
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Dealing Positively with At-Risk Students	9-12	RtI Team	All Teachers	After each quarterly report for attendance, suspensions and academics	Review of suspension, attendance and academic data and reports	RTI team

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
E2020	E2020 Program/ Computers/1 Teacher	SAI Dollars (Pending)	$0
RtI	Teacher Volunteers, Administration	N/A	$0
			Subtotal: $0
Technology			
Strategy	Description of Resources	Funding Source	Amount
E2020	E2020 Program/ Computers/1 Teacher	SAI Dollars (Pending)	$0
Penda	25 Computers/Math Coach	Already in Place	$0
			Subtotal: $0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
RTI	RTI Team (Teachers, Guidance, Administrators)	Already in Place	$0
			Subtotal: $0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $0
			Total: $0

End of Dropout Prevention Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.
Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: Increase the level of parent involvement by 10% *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	2012 Current Level of Parent Involvement:* *43% (458) based on 2012 enrollment of 1060)*	2013 Expected Level of Parent Involvement:* *53% (586 based on current enrollment of 1107)*	1.1. Today's demands placed on working parents. Social economic status of the parents. Meeting times	1.1. Increase parents communication thorough. School Advisory Council(SAC) School Website and News Letter. Community Activities (such Open House, volunteers, back to school rally). Climate Survey Data , Cane Expo, 9th grade Orientation. Guidance Night, Scholarship Night, School Marquee. Mailing from school. Call out system. Forging a productive relationship with local leaders and civic groups.	1.1. School Staff/Administrators, SAC chair	1.1. Review all activities to help parents be more involved and informed.	1.1. Parents Surveys/SAC minutes. Survey Feedback/ Volunteer Logs
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

June 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Cane Expo	All Teachers and Administrators	N/A	$0
9th Grade Orientation	All 9th Grade Teachers and Administrators	N/A	$0
			Subtotal: $0
Technology			
Strategy	Description of Resources	Funding Source	Amount
Guidance Night	Guidance Counselors	N/A	$0
School Marquee	School Staff	Already in Place	$0
			Subtotal: $0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Open House	All Teachers, Administrators	N/A	$0
Parent Newsletter	Mrs. Kozlowski, Administrators	N/A	$0
			Subtotal: $0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $0
			Total: $0

End of Parent Involvement Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: Increase inquiry-based facilitation within all science, technology, and mathematics courses, in order for students to become college and career ready in those areas.	1.1. Limited teacher competence/comfort with inquiry-based facilitation.	1.1. PD and follow up individualized coaching by the Content Area Coach (as well as peer coaching) to build capacity in those areas	1.1. Administration, Content Area Coach	1.1. Content Area Coach and administration will work with each teacher to compare student scores from previous years to determine effectiveness, and work to adjust those strategies based on the data	1.1. AP test results, teacher-made assessments, observations, TEAM, Deliberate Practice
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity					
Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Creative Coaching	All	Andrea Holt/Content Area Coach	Required	Numerous dates throughout the school year	Lesson Plans, Classroom Visitation Logs/Observations	Administration/Literacy Coach/Content Area Coach

2012-2013 School Improvement Plan (SIP)-Form SIP-1

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $0
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $0
			Subtotal: $0

End of STEM Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: Increase the amount of students passing the CAP Academy mastery certification exams.	1.1. Decreased allocations in CTE, resulting in high class sizes and the challenges of differentiating/individualizing instruction to such a large group.	1.1. Adjusting the master schedule to an A/B alternating days to provide students more time to grasp the material prior to taking the assessments.	1.1. CAP Academy teachers, Administration	1.1. Comparing test results from previous years	1.1. CAP academy Assessments
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity					
Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Creative Coaching	All	Andrea Holt/Content Area Coach	Required	Numerous dates throughout the school year	Lesson Plans, Classroom Visitation Logs/Observations	Administration/Literacy Coach/Content Area Coach

2012-2013 School Improvement Plan (SIP)-Form SIP-1

CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $0
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $0
			Total: $0

End of CTE Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Additional Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1. Staff awareness of on campus bullying	1.1. Train new teachers regarding the strategies of anti-bullying Administrators attend a District in-service	1.1. Administration	1.1. Follow the district anti-bully policy	1.1. Number of referrals for bullying
Additional Goal #1: *To decrease the number of incidents of bullying at Mount Dora High School, both on campus and via the internet*	2012 Current Level :* *5 incidents*	2013 Expected Level :* *3 incidents*					
			1.2. Difficulty of monitoring cyber bullying	1.2. Use of Student Resource Deputy (SRD) when incidents are reported	1.2. SRD and AP in-charge of grade level discipline	1.2. Follow the district anti-bully policy	1.2. Number of referrals for bullying
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Bullying	All	Safe School Coordinator	School Wide	Scheduled by District	Discipline Referrals	Administration

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Additional Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Additional Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total: $0
CELLA Budget	
	Total: $0
Mathematics Budget	
	Total: $0
Science Budget	
	Total: $0
Writing Budget	
	Total: $0
Civics Budget	
	Total: $0
U.S. History Budget	
	Total: $0
Attendance Budget	
	Total: $0
Suspension Budget	
	Total: $0
Dropout Prevention Budget	
	Total: $0
Parent Involvement Budget	
	Total: $0
STEM Budget	
	Total: $0
CTE Budget	
	Total: $0
Additional Goals	
	Total: $0
	Grand Total: $0

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance
Please choose the school's DA Status. (To activate the checkbox: 1. Double click the desired box; 2.When the menu pops up, select *Checked* under "Default value" header; 3. Select *OK,* this will place an "x" in the box.)

School Differentiated Accountability Status		
☐Priority	☒ Focus	☐Prevent

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

School Advisory Council (SAC)

SAC Membership Compliance
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, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting *Yes* or *No* below.

☒ Yes   ☐ No

If No, describe the measures being taken to comply with SAC requirements.

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

Describe the projected use of SAC funds.	Amount
School Website Assistance	$1500
Teacher Grants	$1500

June 2012
Rule 6A-1.099811
Revised April 29, 2011