

# Lake City Middle School



2014-15 School Improvement Plan

## Lake City Middle School

843 SW ARLINGTON BLVD, Lake City, FL 32025

<http://www.columbia.k12.fl.us/lakecitymiddle>

### School Demographics

**School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

59%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

33%

### School Grades History

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

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission of Lake City Middle School is to provide a safe, nurturing and respectful learning environment that will allow students to maximize achievement through a rich variety of learning experiences.

##### **Provide the school's vision statement**

The vision of Lake City Middle School is to provide access to a cohesive integrated curriculum that meets the individual needs of all students.

We believe:

- Student learning and achievement are the highest priorities.
- All students can learn.
- Innovative and interesting strategies help students learn.
- Reading well is the foundation of a solid education.
- Reading well creates a community of life-long learners.
- Clear goals and high expectations for student achievement create an atmosphere conducive to learning.
- All members of the community, including teachers, parents, students and business leaders are responsible for the education of our children.

#### School Environment

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

Lake City Middle School believes in grouping students in teams allowing teachers to collaborate to build rapport among themselves and students. Our school also participates in a community outreach program which supports students from a low-income housing community. Teachers and administrators participate in professional development training centering on culturally relevant teaching. AVID curriculum is integrated into all subject areas.

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

LCMS has a no-bullying policy which allows students to report bullying in various ways. Students are also educated on how to use the district's Safe School's Hotline to report suspected abuse. LCMS incorporates policies to create an effective learning environment, including tardy sweeps, Give Me Five, and dress code requirements. Lake City Middle School provides supervision before school through an early morning tutoring program. The school bells have been staggered to alleviate overcrowding on sidewalks at the end of the school day.

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

Lake City Middle School utilizes behavioral intervention policies prior to discipline referrals being written. Student expectations are listed in each student planner outlining rules and procedures. Select

members of school personnel have been trained in CPI. Teachers and administrators communicate school policies and expectations on a frequent basis.

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

Counseling services are provided by several contracted vendors, including CDS Family and Behavioral Health Services, Inc., Resolutions Health Alliance, Hospice Grief Counseling, Teenage Parenting Program and the Homeless Education Program. School counselors are also available to discuss student needs. Staff members are encouraged to support students in every way possible to encourage success in all areas.

**Early Warning Systems**

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

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

LCMS follows the district truancy procedures to target students who are habitually absent. The FOCUS computer program alerts parents/guardians of any absences or tardies. After each disciplinary referral a parent/guardian is contacted by phone to discuss the referral outcomes. Each nine weeks, the leadership team meets with students that have failed their ELA or math classes in our Academic Challenge Meeting. At this meeting we discuss strategies to improve their grades. Any student scoring a Level 1 on the statewide, standardized assessments in ELA or math is enrolled in an intensive remediation class.

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

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

Indicator	Grade Level					Total
	6	7	8	10	12	
Attendance below 90 percent	32	54	93	1	1	181
One or more suspensions	26	33	42	0	0	101
Course failure in ELA or Math	14	50	38	0	0	102
Level 1 on statewide assessment	77	80	92	0	0	249

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	4	9	11	24

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

Intensive reading and intensive math, tutoring program during school day, credit recovery program, DOP program, Community Outreach project, after-school tutoring program.

**Family and Community Involvement**

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

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

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

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

School messenger program is used to communicate with parents; FOCUS system will be coming online to allow parent access to grades, etc.; many teachers utilize Remind 101 (text system); Meet the Teacher Day/Night; Open House; planner is used to inform parent of progress; parent/teacher conferences; school website; teacher communication by phone and email; school discipline plan requires parent involvement through contact.

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

Through teacher and support staff as well as school PTO members, contact is made with various community businesses to request support for Lake City Middle School. Contact is made through phone calls, emails, and letters to request funding for school programs such as Chorus, Band, Science, and STEM. Many local businesses have partnered with us to promote student learning including, FPL, First Federal Savings Bank, TD Bank, PCS, Clay Electric, and Moe's.

**Effective Leadership**

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

**School Leadership Team**

**Membership**

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

Name	Title
Judkins, Sonya	Principal
Haley, Meg	Assistant Principal
Carter, Ed	Assistant Principal
Heeke, Don	Teacher, K-12
Darby, Donna	Instructional Coach
Garbett, Lisa	Guidance Counselor
Giberti, Joey	Guidance Counselor

**Duties**

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

Principal- Oversees fidelity and monitors effectiveness of MTSS implementation.  
 Assist Principal of Discipline- Oversees fidelity and monitors effectiveness of MTSS implementation as it relates to behavior.

Assist Principal of Curriculum- Oversees fidelity and monitors effectiveness of MTSS implementation as it relates to curriculum.

Guidance Counselor- Chairs the MTSS team, pulls data, tracks progress, documentation, Drop-Out Prevention

Instructional Coach- Member at MTSS Team

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

The MTSS team meets with teachers to discuss prospective students for the MTSS process. Data is collective and analyzed to determine whether or not to begin the process. Data is collected in the form of trend FCAT Data (3 years), Performance Matters Scores, FAIR Scores, classroom grades and observations.

Drop-Out Prevention: LCMS will implement the use of Odysseyware to assist students that are behind in course credits to make necessary academic gains to prevent being retentions and eventual drop-outs.

Once identified, accommodations/classroom supports are determined and implemented to assist the child in making academic and/or behavioral improvements. These accommodations/classroom supports are tracked by the teachers and MTSS team for effectiveness. If accommodations/classroom supports are effective, then they continue on as long as they are sustainable and/or if child becomes proficient in academics/behavior. If the data of the newly implemented accommodations/classroom supports are deemed ineffective, the MTSS team along with teachers will meet to discuss changes in the accommodations/classroom supports.

Title i: We do not receive these funds.

Title ii: Professional Dev't- Coordinated through CCSB Office

Title iii: Coordinated through CCSB Office

Title vi: Coordinated through CCSB Office

Title x: Coordinated through CCSB Office

Homeless: Coordinated through CCSB Office

SAI: These funds are utilized to purchase materials for students in need of intervention.

Violence Prevention: Coordinated through CCSB Office

Nutrition Programs: Coordinated through CCSB Office

Housing Programs: Coordinated through CCSB Office

Head Start: N/A

Adult Ed: Coordinated through CCSB Office

CTE: Coordinated through CCSB Office

Job Training: Coordinated through CCSB Office

## **School Advisory Council (SAC)**

### **Membership**

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

Name	Stakeholder Group
Joey Giberti	Teacher
Don Heeke	Teacher
Janet Hostetler	Education Support Employee
Brenda Jones	Teacher
Heidi Ratliff-Walker	Parent
Jessica Rodriguez	Parent
Dana Weekley	Parent
Xaviera White	Parent
Dana Huggins	Parent

### Duties

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

*Evaluation of last year's school improvement plan*

The SAC chair prepares a slideshow on the school data each year and presents it at the first SAC meeting. Information from year to year can then be compared to show growth (or lack thereof) in the appropriate subgroups. School grade related data can also be judged to show effectiveness of plan. The slideshow is available for use by any interested and involved parties and will be used as a baseline for the next years comparisons.

*Development of this school improvement plan*

The LCMS SAC is using its position and funding to attempt to have lagging subgroups targeted for intensive instruction outside of the school day. The ultimate goal is to close the learning gap, as shown by the AMO targets. SAC will be the main element in the school improvement plan for outside of the school day instructional help. The SAC chair is also part of the Leadership team writing the SIP.

*Preparation of the school's annual budget and plan*

School Improvement Goals, strategies and budget items are an important part of the school's budget planning. The SAC team works with administration to best utilize available funds to meet school needs.

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

The LCMS SAC always pays for all, or a portion of, the student planners. These planners are used as a valuable school-to-home and home-to-school communication tool. Daily class agendas are written in the planners with upcoming test information Parents are required to sign the planner each week to ensure effective communication and use. (amount not yet known)  
 The Windsong Outreach Program is at this time volunteer and donation based. Any changes to this will be determined when the SAC budget is available.  
 The After School Homework help was offered last year in Pre-Algebra through funds raised by SAC. Any program this year will be contingent on funding.

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

Yes

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

## Literacy Leadership Team (LLT)

### Membership

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

Name	Title
Judkins, Sonya	Principal
Carter, Ed	Assistant Principal
Haley, Meg	Assistant Principal
Darby, Donna	Instructional Coach
Garbett, Lisa	Guidance Counselor
Giberti, Joey	Guidance Counselor
Heeke, Don	SAC Member

### Duties

#### ***Describe how the LLT promotes literacy within the school***

Implementing writing strategies throughout all content areas. Assisting teachers in creating common summative and formative assessments.

AVID WICOR strategies are utilized daily in all content areas.

Professional development training is provided to teachers to support the new FLSS.

## Public and Collaborative Teaching

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

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

Teachers are organized into grade level teams as well as small teams; team meetings; departments meetings; faculty meetings; professional learning communities; subject area common planning times

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

Peer teachers/mentors and instructional coach orient and assist all beginning teachers.

Celebrate achievements to retain teachers.

Provide PD to equip teachers with skills, strategies, and content knowledge in order to assist them in achieving and maintaining success.

CCSB actively recruits HQT's by utilizing technology resources such as applitrack and cell phone app. CCSB provides new teacher orientation/training annually.

All hiring is conducted by a committee of vetted peers and administrators.

Provide a collaborative and positive school culture that attracts and retains employees.

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

All beginning teachers are provided with a peer mentor. The peer mentors are paired with beginning teachers based on content area and/or targeted areas of need.

All peer mentors attend Clinical Educator training before being selected as a mentor.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

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

Instructional coach, administration, and teachers work together to identify research-based curriculum that aligns to continually changing Florida Standards. Math and ELA teachers are incorporating EngageNY Common Core and Florida Ready curriculum to reflect the change in curriculum. All teachers utilize CPALMS as an additional resource to guide instruction.

#### Instructional Strategies

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

Our professional learning communities gather weekly with members of the Lead Leadership Team to collaborate and analyze data to drive instruction. Best practices as well as research-based instructional strategies are identified to maximize student learning.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 2,700

School day was extended 15 minutes for all students.

#### **Strategy Rationale**

Provide additional time for academic instruction.

#### **Strategy Purpose(s)**

- Core Academic Instruction

#### **Person(s) responsible for monitoring implementation of the strategy**

Judkins, Sonya, judkinss@columbiak12.com

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

Data is collected in the form of trend FCAT Data (3 years), Performance Matters Scores, FAIR Scores, classroom grades and observations to see if higher learning gains were achieved in 2014-2015 as compared to previous years, when the extended day was not provided.

**Strategy: After School Program**

**Minutes added to school year: 0**

Volunteers go weekly, as a part of our SAC Windsong Outreach Program, to the Windsong Apartment complex and tutor students in core academic subjects and provide opportunities for enrichment or remediation. Educational software has also been supplied for anytime use on the complex computers.

**Strategy Rationale**

To provide additional instructional support for students who lack adequate transportation.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Giberti, Joey, gibertij@columbiak12.com

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

Students who attend will be recorded and student data will be tracked through grades, Performance Matters testing, and a comparison of future FCAT scores to past scores. School attendance will also be tracked and compared to previous years. Parent representation of the involved families will also be observed at school events.

**Strategy: Before School Program**

**Minutes added to school year: 5,400**

Access to computer-assisted learning programs - Study Island, iCivics, and Keyboarding

**Strategy Rationale**

Students who arrive on campus prior to supervision availability are provided learning/remediation opportunities.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Haley, Meg, haleym@columbiak12.com

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

Data is collected in the form of trend FCAT Data (3 years), Performance Matters Scores, FAIR Scores, classroom grades and observations to see if higher learning gains were achieved in 2014-2015 as compared to 2013-2014, where the Before School Program was not provided.

**Student Transition and Readiness**

**PreK-12 Transition**

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

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

Incoming:

Curriculum guides are provided to all feeder elementary schools.

Fifth grade orientation night is provided for all incoming students and their families.

Counselors meet with students at feeder elementary school to discuss course options.

Staffing specialists hold transition meetings for students who hold IEPs.

Outgoing:

High school counselors provide an orientation session for all eighth graders.

High school counselors meet with each eighth grade student to select high school courses.

Representatives from various high school CTE courses provide information on their programs.

### **College and Career Readiness**

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

Each year 8th graders participate in the Ready Step assessment from the College Board. This assessment gives students data regarding strengths and weaknesses in academic areas.

Guidance Counselors advise students on proper academic placement based on interests and academic needs.

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

All 8th grade students participate in Career Planning Component through 8th U.S. History. Two elective academies were established for the 2013-2014 school year to aid students in realizing the relationships between subjects and relevance to their future. These academies are: Hospitality/Tourism and Introduction to Audio Visual.

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

Seventh and eighth grade Science teachers are incorporating STEM standards into course content to provide an introduction to available career opportunities.

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

AVID curriculum is integrated into all courses offered on our campus to promote student readiness for college and career opportunities.

Keyboarding courses are offered through our Introduction to Arts A/V course to prepare students for successful entry into the global workforce.

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** All teachers will continue with research-based writing instruction across the curricula and begin implementation of the new ELA/Writing/Listening standards to maximize FSA student achievement.
  
- G2.** LCMS will implement procedures to begin industry certifications in select CTE classes.

## Strategic Goals Detail

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

**G1.** All teachers will continue with research-based writing instruction across the curricula and begin implementation of the new ELA/Writing/Listening standards to maximize FSA student achievement. 1a

 G036763

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	67.0

**Resources Available to Support the Goal** 2

- Supportive Lead Team (Admin, Instructional Coach, Guidance)
- Community Outreach
- Common Planning
- Research Class using MEA writing, informational text, and document based writing
- Data driven
- Awareness
- District PD on writing (DA team)
- Technology
- PD days, Early Release Days
- AVID
- Title VI tutors in intensive reading

**Targeted Barriers to Achieving the Goal** 3

- Resistance to change.
- Instructional strategies

**Plan to Monitor Progress Toward G1. 8**

The lead team will analyze collected data from multiple measures such as FSA Writes, LCMS Writes, and Common Formative Assessments to decide if progress toward the goal "All teachers will implement research-based writing instruction across the curricula to improve school writing scores" is satisfactory. Additionally, the lead team will determine whether learning gains have been made in subject areas as a byproduct of increased writing across the curricula.

Satisfactory:

-3.5 and above on writing assessments (FSA Writes, LCMS Writes, Full-length practice formative assessments) Additional writing formative assessments will be evaluated per common assessments and rubrics created during PLC's.

-If satisfactory results are indicated, the school will continue as outlined in School Improvement Plan.

Questionable:

-2.5-3.0 on writing assessments (FSA Writes, LCMS Writes, Full-length practice formative assessments) Additional writing formative assessments will be evaluated per common assessments and rubrics created during PLC's.

-If questionable results are indicated, the school will re-evaluate barriers and strategies to ensure they are being properly monitored and implemented with fidelity.

Poor:2.0 and below on writing assessments (FSA Writes, LCMS Writes, Full-length practice formative assessments) Additional writing formative assessments will be evaluated per common assessments and rubrics created during PLC's.

-If poor results are indicated, the school will re-evaluate barriers to ensure they are alterable, actionable and instructional. Strategies will be modified and/or added to increase efficacy of writing instruction. Additionally, procedures for monitoring strategies and implementation will be evaluated and adjusted to ensure fidelity.

**Person Responsible**

Donna Darby

**Schedule**

Quarterly, from 9/10/2014 to 5/31/2015

**Evidence of Completion**

PMA data, observation tools, common formative assessments and rubrics, PLC sign-in sheets and agendas.

**G2. LCMS will implement procedures to begin industry certifications in select CTE classes.** 1a

G036764

**Targets Supported** 1b

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	1.0

**Resources Available to Support the Goal** 2

- Instructional Coach
- DA Team
- Supportive Admin
- Awareness
- Common Planning
- MEA's

**Targeted Barriers to Achieving the Goal** 3

- Lack of established CTE certification procedures

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

Teachers and students will participate in industry certification practice tests.

**Person Responsible**

Sonya Judkins

**Schedule**

On 5/31/2015

**Evidence of Completion**

Practice test results will be collected through a progress monitoring tool.

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** All teachers will continue with research-based writing instruction across the curricula and begin implementation of the new ELA/Writing/Listening standards to maximize FSA student achievement. **1**

 G036763

**G1.B1** Resistance to change. **2**

 B088078

**G1.B1.S1** Continuation of PLCs **4**

 S098804

#### Strategy Rationale

bring new information on collaboration, data, and assessments to teachers

#### Action Step 1 **5**

Information and methods will be conveyed to support collaboration, new standard implementation, and the alignment of instructional methods to new standards.

#### Person Responsible

Donna Darby

#### Schedule

Biweekly, from 9/10/2014 to 5/31/2015

#### Evidence of Completion

Agendas, minutes, and sign-in sheets from different levels of meetings

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

Short and long term goals are created and evaluated within bi-weekly meetings

**Person Responsible**

Donna Darby

**Schedule**

Weekly, from 9/10/2014 to 5/31/2015

***Evidence of Completion***

Student achievement data collected and analyzed as evidence of level of goal success

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

Instructional Coach will monitor effectiveness of implementation and present to leadership team

**Person Responsible**

Donna Darby

**Schedule**

Quarterly, from 9/10/2014 to 5/31/2015

***Evidence of Completion***

Performance Matters data from assorted assessments, STAR Reading and Math data, Study Island usage and data

**G1.B3** Instructional strategies 2

 B088080

**G1.B3.S1** Professional Development- DA Team /Instructional Coach. 4

 S098805

**Strategy Rationale**

**Action Step 1** 5

Analyze progress monitoring data.

**Person Responsible**

Donna Darby

**Schedule**

Biweekly, from 8/18/2014 to 5/31/2015

***Evidence of Completion***

Data worksheets (excel, performance matters), data notebook

**Action Step 2** 5

Progress monitoring of writing implementation across the curricula.

**Person Responsible**

Donna Darby

**Schedule**

Biweekly, from 8/18/2014 to 5/31/2015

***Evidence of Completion***

Assessments, student samples, data

### Action Step 3 5

Professional Development Implementation and follow-up by teachers within the classroom setting.

**Person Responsible**

Donna Darby

**Schedule**

Biweekly, from 8/18/2014 to 5/31/2015

**Evidence of Completion**

Documentation in lesson plans, students samples, follow-up activities, as observed by instructional coach, admin.

### Action Step 4 5

Professional Development Activities

**Person Responsible**

Donna Darby

**Schedule**

Quarterly, from 8/18/2014 to 5/31/2015

**Evidence of Completion**

Calendar, Sign-In Sheets, Agendas, Follow-Up Activities, classroom implementation of strategies, lesson plans, as observed by instructional coach, admin.

### Action Step 5 5

Creating a professional development schedule.

**Person Responsible**

Sonya Judkins

**Schedule**

Annually, from 8/18/2014 to 5/31/2015

**Evidence of Completion**

Schedule/Calendar

**Action Step 6** 5

Meet with district personnel/DA Team to identify and schedule writing trainings provided by the DA Team and Instructional Coach.

**Person Responsible**

Sonya Judkins

**Schedule**

On 5/31/2015

***Evidence of Completion***

List of opportunities available for writing training through the DA.

**Action Step 7** 5

Analyze and disaggregate data.

**Person Responsible**

Donna Darby

**Schedule**

Monthly, from 8/18/2014 to 5/31/2015

***Evidence of Completion***

Data worksheets (excel, performance matters)

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

Classroom observations by admin and instructional coach to ensure fidelity of writing strategies implementation. Support will be provided by DA Team and/or Instructional Coach to staff members.

**Person Responsible**

Sonya Judkins

**Schedule**

Weekly, from 8/18/2014 to 5/31/2015

***Evidence of Completion***

Observation tools, lesson plans

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

Data will be collected from various progress monitoring tools such as LCMS writes, FSA, and formative assessments. The benchmark for success is set at 3.5 and above for LCMS writes, FSA and full length practice writing formative assessments. The benchmark for success for formative assessments will be set by teachers as these assessments may or may not be common assessments.

Successful implementation will produce students that will become confident and successful writers. Teachers will see increased writing scores as evidenced by LCMS writes, FSA, and formative assessments.

Poor implementation will produce students that are not showing writing confidence and gains as evidenced by LCMS writes, FSA, and formative assessments.

Results/lack thereof will determine further professional development requirements.

**Person Responsible**

Sonya Judkins

**Schedule**

Quarterly, from 8/18/2014 to 5/31/2015

**Evidence of Completion**

Observation tools, data, lesson plans

**G1.B3.S2 Establish Model classrooms for observations.** 4

 S098806

**Strategy Rationale**

**Action Step 1** 5

Revisit data after progress monitoring assessments have been given to see if student achievement is increasing due to model classrooms/teachers implementation and identify possible new model classrooms/teachers for writing instruction across the curricula.

**Person Responsible**

Lisa Garbett

**Schedule**

Quarterly, from 8/18/2014 to 5/31/2015

**Evidence of Completion**

Data from Performance Matters assessments.

### Action Step 2 5

Progress monitor to measure efficiency of writing strategies implementation.

**Person Responsible**

Donna Darby

**Schedule**

Quarterly, from 8/18/2014 to 5/31/2015

**Evidence of Completion**

Data, student samples

### Action Step 3 5

Have discussion/reflection with instructional coach, model teacher or admin regarding the observation and implementation of newly acquired writing strategies/skills.

**Person Responsible**

Sonya Judkins

**Schedule**

Monthly, from 8/18/2014 to 5/31/2015

**Evidence of Completion**

Notes from meeting.

### Action Step 4 5

Meet with Model Teachers to discuss expectations of being a model classroom and a model teacher.

**Person Responsible**

Sonya Judkins

**Schedule**

Monthly, from 8/18/2014 to 5/31/2015

**Evidence of Completion**

Sign-in sheets, agendas

## Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Classroom observations by admin and instructional coach to ensure fidelity of writing strategies implementation learned from observing model teachers/classrooms.  
Meetings with model teachers to ensure schedule is being followed.  
Review of reflection sheets after teachers observe master teachers.  
Discussion/reflection meetings after observations of model teachers occur.  
Support will be provided by DA Team and/or Instructional Coach to staff members.

### **Person Responsible**

Sonya Judkins

### **Schedule**

On 5/31/2015

### **Evidence of Completion**

Schedule, agenda, sign-in sheets, lesson plans, observation tools, reflection sheets.

## Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Data will be collected from various progress monitoring tools such as LCMS writes, FSA, and formative assessments. The benchmark for success is set at 3.5 and above for LCMS writes, FSA and full length practice writing formative assessments. The benchmark for success for formative assessments will be set by teachers as these assessments may or may not be common assessments.

Successful implementation will produce: Students will become confident and successful writers. Teachers will see increased writing scores as evidenced by LCMS writes, FSA, and formative assessments.

Poor implementation will produce: Students that are not showing writing confidence and gains as evidenced by LCMS writes, FSA, and formative assessments.

Results/lack thereof will determine further professional development requirements.

### **Person Responsible**

Sonya Judkins

### **Schedule**

Quarterly, from 8/18/2014 to 5/31/2015

### **Evidence of Completion**

Student samples, lesson plans, data, observation tools, reflection sheets

**G1.B3.S3 PLC's- writing in the content area as a SMART goal.** 4

S098807

**Strategy Rationale**

**Action Step 1** 5

Professional development will be provided to all teachers.

**Person Responsible**

Donna Darby

**Schedule**

Quarterly, from 8/18/2014 to 5/31/2015

**Evidence of Completion**

Writing strategies will be embedded into lesson plans and utilized through student writing samples.

**Action Step 2** 5

Keyboarding software will be utilized by all students during Research classes.

**Person Responsible**

Donna Darby

**Schedule**

Daily, from 10/21/2014 to 5/31/2015

**Evidence of Completion**

Teachers will monitor progress through the program.

**Action Step 3** 5

Computer labs will be utilized to provide opportunities for authentic testing environment.

**Person Responsible**

Lisa Garbett

**Schedule**

Weekly, from 10/21/2014 to 5/31/2015

**Evidence of Completion**

Student generated writing.

**Action Step 4** 5

AVID WICOR strategies will be taught and implemented during Research classes.

**Person Responsible**

Lisa Garbett

**Schedule**

Weekly, from 10/21/2014 to 5/31/2015

***Evidence of Completion***

Increase in student generated writing activities.

**Plan to Monitor Fidelity of Implementation of G1.B3.S3** 6

Monitor adherence to the computer lab rotation schedule, analyze writing samples from students, discussion during PLC meetings about writing strategies and student progress.

**Person Responsible**

Sonya Judkins

**Schedule**

Biweekly, from 10/21/2014 to 5/31/2015

***Evidence of Completion***

Student writing samples from Research classes and content area classes.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S3** 7

Administration and Instructional Coach will monitor effectiveness through classroom observations.

**Person Responsible**

Sonya Judkins

**Schedule**

Biweekly, from 10/21/2014 to 5/31/2015

***Evidence of Completion***

Teacher evaluations and lesson plans.

**G2.** LCMS will implement procedures to begin industry certifications in select CTE classes. 1

G036764

**G2.B2** Lack of established CTE certification procedures 2

B088090

**G2.B2.S1** Attend professional development opportunities, CTE conference, utilize PD 360, and training provided by Instructional Coach and county level CTE representative. 4

S098808

### Strategy Rationale

Increase knowledge of creating a program capable of administering certification tests

### Action Step 1 5

Implementation of certification programs in Intro to AV Arts (Microsoft) and Hospitality and Tourism (ServeSafe)

#### Person Responsible

Lisa Garbett

#### Schedule

Biweekly, from 8/11/2014 to 5/31/2015

#### Evidence of Completion

Classes lengthened to semester and instructors are continuing to pursue certification

### Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Principal will monitor teachers getting properly certified and the implementation of instructional programs

#### Person Responsible

Sonya Judkins

#### Schedule

Monthly, from 8/4/2014 to 5/31/2015

#### Evidence of Completion

Teacher certification, lesson plans, PD log

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7**

Collaborative CTE meetings

**Person Responsible**

Sonya Judkins

**Schedule**

Biweekly, from 8/4/2014 to 5/31/2015

**Evidence of Completion**

Teacher certifications, lesson plans, CTE meeting agendas

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	Analyze progress monitoring data.	Darby, Donna	8/18/2014	Data worksheets (excel, performance matters), data notebook	5/31/2015 biweekly
G1.B3.S2.A1	Revisit data after progress monitoring assessments have been given to see if student achievement is increasing due to model classrooms/teachers implementation and identify possible new model classrooms/teachers for writing instruction across the curricula.	Garbett, Lisa	8/18/2014	Data from Performance Matters assessments.	5/31/2015 quarterly
G2.B2.S1.A1	Implementation of certification programs in Intro to AV Arts (Microsoft) and Hospitality and Tourism (ServeSafe)	Garbett, Lisa	8/11/2014	Classes lengthened to semester and instructors are continuing to pursue certification	5/31/2015 biweekly
G1.B1.S1.A1	Information and methods will be conveyed to support collaboration, new standard implementation, and the alignment of instructional methods to new standards.	Darby, Donna	9/10/2014	Agendas, minutes, and sign-in sheets from different levels of meetings	5/31/2015 biweekly
G1.B3.S3.A1	Professional development will be provided to all teachers.	Darby, Donna	8/18/2014	Writing strategies will be embedded into lesson plans and utilized through student writing samples.	5/31/2015 quarterly
G1.B3.S1.A2	Progress monitoring of writing implementation across the curricula.	Darby, Donna	8/18/2014	Assessments, student samples, data	5/31/2015 biweekly
G1.B3.S2.A2	Progress monitor to measure efficiency of writing strategies implementation.	Darby, Donna	8/18/2014	Data, student samples	5/31/2015 quarterly
G1.B3.S3.A2	Keyboarding software will be utilized by all students during Research classes.	Darby, Donna	10/21/2014	Teachers will monitor progress through the program.	5/31/2015 daily
G1.B3.S1.A3	Professional Development Implementation and follow-up by teachers within the classroom setting.	Darby, Donna	8/18/2014	Documentation in lesson plans, students samples, follow-up activities, as observed by instructional coach, admin.	5/31/2015 biweekly
G1.B3.S2.A3	Have discussion/reflection with instructional coach, model teacher or admin regarding the observation and implementation of newly acquired writing strategies/skills.	Judkins, Sonya	8/18/2014	Notes from meeting.	5/31/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S3.A3	Computer labs will be utilized to provide opportunities for authentic testing environment.	Garbett, Lisa	10/21/2014	Student generated writing.	5/31/2015 weekly
G1.B3.S1.A4	Professional Development Activities	Darby, Donna	8/18/2014	Calendar, Sign-In Sheets, Agendas, Follow-Up Activities, classroom implementation of strategies, lesson plans, as observed by instructional coach, admin.	5/31/2015 quarterly
G1.B3.S2.A4	Meet with Model Teachers to discuss expectations of being a model classroom and a model teacher.	Judkins, Sonya	8/18/2014	Sign-in sheets, agendas	5/31/2015 monthly
G1.B3.S3.A4	AVID WICOR strategies will be taught and implemented during Research classes.	Garbett, Lisa	10/21/2014	Increase in student generated writing activities.	5/31/2015 weekly
G1.B3.S1.A5	Creating a professional development schedule.	Judkins, Sonya	8/18/2014	Schedule/Calendar	5/31/2015 annually
G1.B3.S1.A6	Meet with district personnel/DA Team to identify and schedule writing trainings provided by the DA Team and Instructional Coach.	Judkins, Sonya	8/18/2014	List of opportunities available for writing training through the DA.	5/31/2015 one-time
G1.B3.S1.A7	Analyze and disaggregate data.	Darby, Donna	8/18/2014	Data worksheets (excel, performance matters)	5/31/2015 monthly
G1.MA1	The lead team will analyze collected data from multiple measures such as FSA Writes, LCMS Writes, and Common Formative Assessments to decide if progress toward the goal "All teachers will implement research-based writing instruction across the curricula to improve school writing scores" is satisfactory. Additionally, the lead team will determine whether learning gains have been made in subject areas as a byproduct of increased writing across the curricula. Satisfactory: -3.5 and above on writing assessments (FSA Writes, LCMS Writes, Full-length practice formative assessments) Additional writing formative assessments will be evaluated per common assessments and rubrics created during PLC's. -If satisfactory results are indicated, the school will continue as outlined in School Improvement Plan. Questionable: -2.5-3.0 on writing assessments (FSA Writes, LCMS Writes, Full-length practice formative assessments) Additional writing formative assessments will be evaluated per common assessments and rubrics created during PLC's. -If questionable results are indicated, the school will re-evaluate barriers and strategies to ensure they are being properly monitored and implemented with fidelity. Poor:2.0 and below on writing assessments (FSA Writes, LCMS Writes, Full-length practice formative assessments) Additional writing formative assessments will be evaluated per common assessments and rubrics created during PLC's. -If poor results are indicated, the school will re-evaluate barriers to ensure they	Darby, Donna	9/10/2014	PMA data, observation tools, common formative assessments and rubrics, PLC sign-in sheets and agendas.	5/31/2015 quarterly

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*Lake City Middle School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	are alterable, actionable and instructional. Strategies will be modified and/or added to increase efficacy of writing instruction. Additionally, procedures for monitoring strategies and implementation will be evaluated and adjusted to ensure fidelity.				
G1.B1.S1.MA1	Instructional Coach will monitor effectiveness of implementation and present to leadership team	Darby, Donna	9/10/2014	Performance Matters data from assorted assessments, STAR Reading and Math data, Study Island usage and data	5/31/2015 quarterly
G1.B1.S1.MA1	Short and long term goals are created and evaluated within bi-weekly meetings	Darby, Donna	9/10/2014	Student achievement data collected and analyzed as evidence of level of goal success	5/31/2015 weekly
G1.B3.S1.MA1	Data will be collected from various progress monitoring tools such as LCMS writes, FSA, and formative assessments. The benchmark for success is set at 3.5 and above for LCMS writes, FSA and full length practice writing formative assessments. The benchmark for success for formative assessments will be set by teachers as these assessments may or may not be common assessments. Successful implementation will produce students that will become confident and successful writers. Teachers will see increased writing scores as evidenced by LCMS writes, FSA, and formative assessments. Poor implementation will produce students that are not showing writing confidence and gains as evidenced by LCMS writes, FSA, and formative assessments. Results/lack thereof will determine further professional development requirements.	Judkins, Sonya	8/18/2014	Observation tools, data, lesson plans	5/31/2015 quarterly
G1.B3.S1.MA1	Classroom observations by admin and instructional coach to ensure fidelity of writing strategies implementation. Support will be provided by DA Team and/or Instructional Coach to staff members.	Judkins, Sonya	8/18/2014	Observation tools, lesson plans	5/31/2015 weekly
G1.B3.S2.MA1	Data will be collected from various progress monitoring tools such as LCMS writes, FSA, and formative assessments. The benchmark for success is set at 3.5 and above for LCMS writes, FSA and full length practice writing formative assessments. The benchmark for success for formative assessments will be set by teachers as these assessments may or may not be common assessments. Successful implementation will produce: Students will become confident and successful writers. Teachers will see increased writing scores as evidenced by LCMS writes, FSA, and formative assessments. Poor implementation will produce: Students that are not showing writing confidence and gains as evidenced by LCMS writes, FSA, and formative assessments. Results/lack thereof will	Judkins, Sonya	8/18/2014	Student samples, lesson plans, data, observation tools, reflection sheets	5/31/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	determine further professional development requirements.				
G1.B3.S2.MA1	Classroom observations by admin and instructional coach to ensure fidelity of writing strategies implementation learned from observing model teachers/ classrooms. Meetings with model teachers to ensure schedule is being followed. Review of reflection sheets after teachers observe master teachers. Discussion/reflection meetings after observations of model teachers occur. Support will be provided by DA Team and/or Instructional Coach to staff members.	Judkins, Sonya	8/18/2014	Schedule, agenda, sign-in sheets, lesson plans, observation tools, reflection sheets.	5/31/2015 one-time
G1.B3.S3.MA1	Administration and Instructional Coach will monitor effectiveness through classroom observations.	Judkins, Sonya	10/21/2014	Teacher evaluations and lesson plans.	5/31/2015 biweekly
G1.B3.S3.MA1	Monitor adherence to the computer lab rotation schedule, analyze writing samples from students, discussion during PLC meetings about writing strategies and student progress.	Judkins, Sonya	10/21/2014	Student writing samples from Research classes and content area classes.	5/31/2015 biweekly
G2.MA1	Teachers and students will participate in industry certification practice tests.	Judkins, Sonya	1/7/2015	Practice test results will be collected through a progress monitoring tool.	5/31/2015 one-time
G2.B2.S1.MA1	Collaborative CTE meetings	Judkins, Sonya	8/4/2014	Teacher certifications, lesson plans, CTE meeting agendas	5/31/2015 biweekly
G2.B2.S1.MA1	Principal will monitor teachers getting properly certified and the implementation of instructional programs	Judkins, Sonya	8/4/2014	Teacher certification, lesson plans, PD log	5/31/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** All teachers will continue with research-based writing instruction across the curricula and begin implementation of the new ELA/Writing/Listening standards to maximize FSA student achievement.

**G1.B1** Resistance to change.

**G1.B1.S1** Continuation of PLCs

### PD Opportunity 1

Information and methods will be conveyed to support collaboration, new standard implementation, and the alignment of instructional methods to new standards.

#### Facilitator

Donna Darby

#### Participants

All core faculty members

#### Schedule

Biweekly, from 9/10/2014 to 5/31/2015

**G1.B3** Instructional strategies

**G1.B3.S1** Professional Development- DA Team /Instructional Coach.

### PD Opportunity 1

Professional Development Activities

#### Facilitator

DA Team, Instructional Coach, other trainers TBA

#### Participants

Faculty

#### Schedule

Quarterly, from 8/18/2014 to 5/31/2015

**G1.B3.S2** Establish Model classrooms for observations.

**PD Opportunity 1**

Meet with Model Teachers to discuss expectations of being a model classroom and a model teacher.

**Facilitator**

Instructional Coach, Admin, DA Team, District Personnel

**Participants**

Model Teachers

**Schedule**

Monthly, from 8/18/2014 to 5/31/2015

**G1.B3.S3** PLC's- writing in the content area as a SMART goal.

**PD Opportunity 1**

Professional development will be provided to all teachers.

**Facilitator**

Karen Porter

**Participants**

Faculty

**Schedule**

Quarterly, from 8/18/2014 to 5/31/2015

## Technical Assistance Items

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

## Budget Rollup

Summary	
Description	Total
Goal 2: LCMS will implement procedures to begin industry certifications in select CTE classes.	550
<b>Grand Total</b>	<b>550</b>

Goal 2: LCMS will implement procedures to begin industry certifications in select CTE classes.		
Description	Source	Total
B2.S1.A1 - Certification tests for ServeSafe and Microsoft Office certifications.	Other	550
<b>Total Goal 2</b>		<b>550</b>