

Lantana Middle School



2014-15 School Improvement Plan

Lantana Middle School

1225 W DREW ST, Lantana, FL 33462

www.edline.net/pages/lantana_middle_school

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

88%

Alternative/ESE Center

No

Charter School

No

Minority

85%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

A

B

A

A

School Board Approval

This plan was approved by the Palm Beach 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	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Lantana Middle School

Vision/Mission

The mission of Lantana Middle Community School is to promote academic excellence, encourage an appreciation of our multi-cultural society and respect for others, develop lifelong learning skills, facilitate increased technological literacy, cultivate school and community partnerships, and foster growth among faculty and administrators in a positive, safe environment;

In order to achieve our mission, the school will become a learning center where:

1. Students will demonstrate mastery of basic skills taught by teachers using the sunshine state standards and common core standards.
2. Staff and students will encourage and demonstrate problem solving and critical thinking skills.
3. Staff and students will have access to and become proficient in using technology.
4. Administration will offer classes on a wide variety of levels to meet the needs of the students.
5. Staff will utilize alternative assessments and other strategies to meet the needs of students of diverse learning styles.
6. Staff will participate in a wide variety of professional growth opportunities to help meet the needs of our changing population.
7. Staff will encourage community involvement to develop community and school partnerships.

Provide the school's vision statement

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3. Staff and students will have access to and become proficient in using technology.
4. Administration will offer classes on a wide variety of levels to meet the needs of the students.
5. Staff will utilize alternative assessments and other strategies to meet the needs of students of diverse learning styles.
6. Staff will participate in a wide variety of professional growth opportunities to help meet the needs of our changing population.
7. Staff will encourage community involvement to develop community and school partnerships.

School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b), as applicable to appropriate grade levels, including but not limited to:

History of Holocaust

History of Africans and African Americans

Hispanic Contributions

Women's Contributions

Sacrifices of Veterans

The LCMS staff is made aware of our demographic information at the beginning of the school year. All teachers and administrators are constantly building relationships with all of our students and their parent, through SwPBS initiatives, and general daily interactions with students. Cultural awareness activities are built in to the curriculum and daily coursework (i.e. reading selections, writing prompts, and hands-on activities.)

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

Lantana Middle School has an extensive SwPBS program, which provides clear and concise behavioral expectations for students in all areas of the school, before, during and after the school day. The SwPBS program includes recognition of positive behaviors, as rewards that encourage students to display respectful, positive behaviors. Students are able to both receive positive praise for any adult on campus (through PRIDE tickets), as well as, give praise to teachers and staff (through Viking Shout Outs). Students are also allowed to request visits with their counselors and administrators, when they have personal issues that need to be addressed in a timely fashion.

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

Lantana Middle School has an extensive SwPBS program, which provides clear and concise behavioral expectations. The school-wide rules are posted in multiple languages throughout the campus, and in every classroom. The staff at LCMS is trained at our pre-school meetings, and invited to become part of the process of teaching with precision the behavioral expectations school-wide, and well as adding to or modifying program as needed. LCMS administrators have also implemented clear and concise behavioral management program to correct inappropriate student behavior from the minor to the major behaviors. All administrators meet regularly to ensure that they are consistent and fair in the administration of discipline.

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

Students are also allowed to request visits with their counselors and administrators, when they have personal issues that need to be addressed in a timely fashion. Guidance counselors vigorously ensure that students and their families, who need referral services, receive opportunities for any outside services our students may need. All administrators also provide mentoring, behavioral contracts, and support to the students that are in need of these opportunities.

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

Truancy and discipline monitoring is in place for students who's attendance falls below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension. Academic monitoring is compiled by the teachers, guidance counselors, and data processor to monitor students who fail to complete their courses quarterly. Students that score at Level 1 or Level 2 on state assessments are scheduled according to their specific educational needs to support the process of each of them overcoming their academic challenges.

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	
Attendance below 90 percent	16	19	23	58
One or more suspensions	37	60	44	141
Course failure in ELA or Math	0	0	4	4
Level 1 on statewide assessment	62	93	82	237

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	21	25	30	76

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

Intensive Reading - Offered in a double block (Level 1)/single block (Level 2)
 Intensive Math - Offered for students testing as Level 2 readers, in Level 1 or Level 2 in Math
 School Based Team Support - support for students with attendance, behavioral, or academic needs to provide support for any of these indicators.
 Rti Process will be utilized to further support students with the indicators, as needed.
 SwPBS initiatives to support the recognition of appropriate behaviors in all areas on campus, and Tier 2 interventions for students that need additional support.
 After School program offers academic homework assistance (4 days a wk), and specialize math support for all students (2 days a week).
 FSA tutoring programs will be offered in the spring 2015 for support with preparation for the annual assessment.

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?

Yes

PIP Link

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

Description

Increase parental attendance to 45%, increase parental capacity

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

LCMS has a community school which supports the community in accessing adult education. Second, partnerships with the Town of Lantana Economic committee, has proven to be a valuable resource by which LCMS has gain support from businesses, such as PNC Bank, Costco, Sam's, and Publix. The Mayor of the Town of Lantana also serves on our SAC committee.

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
Burke, Edward	Principal
Breaux, Dionne	Assistant Principal
Rodriguez, Jose	Assistant Principal
Vazquez, David	Assistant Principal

Duties

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

Guidance Counselors/SBT Coordinator, Principal, Assistant Principals (3), Reading Coach, Learning Team Facilitator, Language and Speech Pathologist, ELL Coordinator, ESE Coordinator, School Psychologist - Each of the above has a defined role in the process of Rtl, given for each individual case. After referral to Guidance or Administration, the SBT coordinator facilitates the review of students. During the process, several steps will be taken, and the facilitator of each will be coordinated by the SBT coordinators.

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

General Education Teachers will be selected to provide information about core instruction, participates in student data collection, delivers, Tier 1 instruction/intervention with Tier 2/3 activities. ESE Teachers will participate in student data collection, integrate core instructional activities/ materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Instructional Coach (Reading) will develop, lead, and evaluate school core content standards/ programs, identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The coach will also identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention

strategies; assist with the whole school screening programs that provide early detection services for children that may be considered, "at-risk". Additionally, the coach will assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

School Psychologist will participate in collection, interpretation, and analysis of data; facilitate the development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitate data-based decision making activities.

Technology Specialist: 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.

Speech Language Pathologist will educate the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assist in the selection of screening measures, and help to identify systemic patterns of student need with respect to language skills.

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 school-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team. The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through before, during, and after school tutorial programs. LCMS Title 1 funds has supplied an additional Language Arts teacher, a reading coach, and Learning Team Facilitator, to support our students in reaching our proficiency goals.

The reading coach will provide direct support to the reading and language arts teachers, through modeling, providing resources, and professional development activities that will enhance or improve the instructional pedagogy in all classes.

Family Involvement funds will be used to increase parental communication and notification of activities and events. Parent University and the Parent University Gazette will be used to increase parental capacity, and support of the education of our students.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title 1 and other programs to ensure student needs are met.

Title I, Part D

The district receives funds to support the Educational Alternative Outreach program. Services are

coordinated with the district Drop-out Prevention and Alternative Education programs. Additional district support through area teams, curriculum support and MTSS.

Title II

New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Funds at Lantana Middle are used to implement Reading Plus and Transmath to support all students.

Additional district support through area teams, curriculum support and MTSS.

Title III

Services are provided through the district for educational materials and ELL district support services to improve the education of English Language Learners.

Title X -Homeless

District Homeless Social Workers provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI will be coordinated with the Title I funds to provide intensive reading for all Level 1 students, and will be used to expand those services to as many Level 2 students as possible.

Violence Prevention Programs

School Wide Positive Behavior Support Program and Appreciation for Multicultural Diversity

Adult Education

Lantana Middle School currently serves approximately 900 students in the community school education classes. Community interest classes include GED, ELL, French, German, salsa, zumba, beginning computers, sewing, yoga, etc.

Career and Technical Education

We are offering an industry certification course for high credit to our students. As well as, five other high school credit courses. SECME program is available for students to engage in STEM education projects and hands-on activities. ASPIRA and TRIO are also programs that LCMS partner with to support our students in, not only being more prepared for high schools, but becoming more prepared to enter post secondary educational opportunities.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Colin Maher	Teacher
Edward Burke	Principal
Lillian Simpson	Education Support Employee
Dave Stewart	Business/Community
Lori Newbarth	Parent
Jennifer Ali	Parent
Jake Rose	Parent
Kessler Ceus	Parent
Betania Trevino	Education Support Employee
Malcolm Balfour	Business/Community
Stephanie Resendiz	Student
Toni Fawley	Education Support Employee

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 interventions and strategies of LCMS School Improvement Plan for 2013-2014, met the desired effect, as according to the significant increase in point acquired for the school grade from 567 to 621 points. LCMS experienced a school grade increase from B to A. The data shows that LCMS outperformed like middle schools in our district and the state.

Development of this school improvement plan

Review and modify SIP, oversee SIP funds, advise support academic initiatives.

Preparation of the school's annual budget and plan

The SAC committee review and approve the spending of School Improvement funds. A SAC representative will also present a signature for trade-offs in the budget.

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

TBD. No funds were spent due to the late release of school improvement funds to schools. Carryover funds will be distributed as critical needs arise.

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
Rodriguez, Jose	Assistant Principal
Simpson, Lillian	Instructional Coach
Burke, Edward	Principal
King, Kelli	Instructional Coach
Windsor, Rachel	Teacher, K-12
Weiner, Esta	Teacher, K-12
Macon, Andrea	Teacher, K-12
Randall, Holly	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

To promote literacy across the content areas through the use of novel sets, classroom libraries, and the common school-wide reading and writing strategies.

(DSSR) - Daily Silent Sustained Reading for every classroom. This activity is accompanied by the Literacy question of the week, which is designed to monitor daily reading, and creates a connection between the reading and writing process. (Using the SHIP rules.)

Reading Plus with student goal setting and rewards for participation. (Measured by the progression of the student's reading level.)

Implementation of Summer Reading Program for enrichment and maintenance during extended breaks.

Participation in Celebrate Florida Literacy Week. Staff and students participate in various activities to promote a love of reading.

Implementation of school-wide Viking Vocab/Exit Tickets initiative, to increase student exposure to higher level vocabulary across the curriculum.

School-wide implementation of Cornell Notes to develop higher order thinking skills across all curriculum areas.

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

Lantana Middle school teachers meet weekly, by department, by grade with the Learning Team Facilitator to collaborate, and increase the use of data-driven research-based strategies to support their students. The review of student data is the primary focus, which leads to appropriate strategic planning and implementation of strategies to push the performance of our students.

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

1. Regular support meetings with new teachers and current staff to encourage team building and support. (Principal, AP's, New teacher program Administrator)
2. Continuing new teacher mentoring. (Buddy Teacher and Mentoring Teacher)
3. Continuous sharing of district opportunities for professional development to staff. (Professional Development Team, AP's, Principal)
4. Hire highly qualified teachers and paraprofessionals. (Principal)
5. Recruiting includes attracting candidates with new and improved website, and a positive work environment.

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

Jennifer Arsali, New Teacher - Mrs. Gomez, Mentor - Celeste Lemons, Buddy Teacher
Planned Activities are: ESP Program Activities, Buddy Teacher Support, Formative Observations, Modeling, Coaching, Continuous support from the Social Studies dept.

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

As the standards change, the learning team process and the FCIM (Florida Continuous Improvement Model) is used to unpack the standards, and re-align lesson plans, and instruction. Instructional materials are logged in and distributed, as quickly as possible, to ensure students have access to their materials and text books, to support their learning objectives.

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***

Lantana Middle School has a very diverse population of students. The ESE students are supported with the use of support facilitation teachers, to differentiate their instruction to meet their specific, individualized needs. The ELL students that are no longer sheltered, receive support from push in language facilitators. For varying exceptionality students, the access points are taught, practiced, and performed, based on each students individualized plans that are reviewed at minimum once a year. LCMS offers both gifted and advanced courses for students that require a greater depth of instruction.

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

Strategy: After School Program

Minutes added to school year: 80

All math students, including the Algebra and Geometry students are provided this additional tutoring service throughout the school year, twice a week.

Strategy Rationale

All level 3 students will be given the access to the high school credit Algebra course, and all Geometry Honors, and Algebra Honors students may need additional support with the instruction. LCMS uses the After School Program to provide this free (to students) in all math classes.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Teacher-created assessments, FSA scores

Student Transition and Readiness**PreK-12 Transition**

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

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

The learning team process is used annually to apprise each teacher, by subject and grade level of the transitional needs of each class from one grade to the next, at LCMS. The coach and guidance

counselors reach both forward to High schools for our 8th grade students, and backwards for our incoming 6th graders, to ensure that all stakeholders are aware of the transitional needs of all these students.

Incoming 6th graders are visited by the Reading Coach, Learning Team Facilitator, and Guidance counselor to introduce LCMS, provide the summer learning opportunity (for which rewards are given), and prepare students for the transition to middle school.

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

1. All 7th grade students are enrolled in EPEP to learn about their interests and goals setting.
2. Every year LCMS, host a HS411 training session for parents, designed to provide resources, information and next steps to guiding/prepare their child to post secondary education.

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

Lantana Middle School offers 6 courses for High School credit. We also have 2 career academies, which prepare our students to continue their chosen tracks into high school. We offer Algebra I, Algebra I Honors, Geometry Honors, 8th Grade Medical Magnet, 8th Grade Teacher Academy Magnet, and Computing for College and Careers – CIW Certification (industry certification).

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

LCMS College Day- students are engaged in curriculum through out an entire day of school that relates to post secondary education.

High School 411 - Will be held on October 7, 2014, to provide the parents with an opportunity to gain information, provide resources, and create a sense of urgency for students to meet the required expectations in preparation for high school and beyond.

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

LCMS has developed a strong relationship with TRIO - a talent search program through Palm Beach State College, and ASPIRA- a leadership program, to support our students and parents with the pursuit of a postsecondary education.

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

 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

- G1.** Increase Parental Involvement to 45%, and increase parent capacity
- G2.** Increase overall science proficiency from 41% to 50%.
- G3.** Increase overall math proficiency to 74%. Overall proficiency for math is currently 58%.
- G4.** Increase overall proficiency in reading to 68%. Overall proficiency for reading is currently 53%.

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. Increase Parental Involvement to 45%, and increase parent capacity 1a

 G058377

Targets Supported 1b

Indicator	Annual Target
	45.0

Resources Available to Support the Goal 2

- Title 1 Funds

Targeted Barriers to Achieving the Goal 3

- Parental participation in various events.

Plan to Monitor Progress Toward G1. 8

Increased attendance to parental events.

Person Responsible


Schedule

On 4/15/2015

Evidence of Completion

Sign-in Sheets

G2. Increase overall science proficiency from 41% to 50%. 1a

 G058378

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Science Teachers

Targeted Barriers to Achieving the Goal 3

- Funding to purchase supplies for hands-on experiences.
- Improve academic support in science.

Plan to Monitor Progress Toward G2. 8

Increased hands-on activities in science classes.

Person Responsible

Schedule

Monthly, from 9/1/2014 to 5/7/2015

Evidence of Completion

Lesson Plans, Walk-throughs, FSA Science scores

Plan to Monitor Progress Toward G2. 8

Students will take science diagnostics and teacher created assessments that will be use to monitor and fine tune teaching strategies, needed to assist students in reaching proficiency.

Person Responsible


Schedule

Weekly, from 9/1/2014 to 4/6/2015

Evidence of Completion

Assessment data, and LTM outcomes

G3. Increase overall math proficiency to 74%. Overall proficiency for math is currently 58%. 1a

 G058379

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	74.0

Resources Available to Support the Goal 2

- Learning Team Facilitator
- District Provided Trainings

Targeted Barriers to Achieving the Goal 3

- Learning curve for both teachers and students as it relates to the incorporation of new strategies into the instructional pedagogy.

Plan to Monitor Progress Toward G3. 8

Writing in math

Person Responsible

Schedule

Monthly, from 8/25/2014 to 5/25/2015

Evidence of Completion

Lesson Plans, Walk-throughs, Learning Team Meetings

G4. Increase overall proficiency in reading to 68%. Overall proficiency for reading is currently 53%. 1a

Targets Supported 1b

G058380

Indicator	Annual Target
AMO Reading - All Students	68.0

Resources Available to Support the Goal 2

- Reading Coach
- Read 180 Program
- Language Teacher
- Learning Team Facilitator

Targeted Barriers to Achieving the Goal 3

- Ensuring students are reading text of high complexity. Books that are compatible with reading capacity.
- Student willingness to engage in testing. (Reading Plus)
- Providing enrichment for higher achieving students, while challenging lower performing students to become critical thinkers.

Plan to Monitor Progress Toward G4. 8

Increase overall proficiency in reading to 68%

Person Responsible

Schedule

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

Evidence of Completion

FAIR testing, SRI testing, Diagnostic Testing, FSA

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. Increase Parental Involvement to 45%, and increase parent capacity **1**

 G058377

G1.B1 Parental participation in various events. **2**

 B148596

G1.B1.S1 Parent University We will purchase food for Parent Training. To include: light refreshments, drinks, and food items. **4**

 S160386

Strategy Rationale

By increasing communication with parents about parental issues, we hope to increase parental involvement with their child's education and to encourage greater positive support our students outside of school.

Action Step 1 **5**

Parent Trainings to Include: Parent University, HS411, FSA Parent Night, and Increase communication with parents

Person Responsible

Schedule

Monthly, from 8/14/2014 to 5/1/2015

Evidence of Completion

Sign-in Sheets, Evaluations, Agendas

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

Parent University will be held regularly throughout the school year. Most meeting will include a presentation of information to increase parental capacity. Parent University Gazette will also be published to facilitate an increase in the number of parents that benefit from information that is provided in our parent meetings.

Person Responsible

Schedule

Monthly, from 9/27/2014 to 4/15/2015

Evidence of Completion

Copy of Presentations, Handouts, Sign-in Sheets, and Agendas, Parent University Gazette

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

Parent University and other Parental Events

Person Responsible


Schedule

Monthly, from 8/14/2014 to 4/15/2015


Evidence of Completion

Surveys for Parental Feedback, Sign-in Sheets


G2. Increase overall science proficiency from 41% to 50%. 1

 G058378

G2.B1 Funding to purchase supplies for hands-on experiences. 2

 B148597

G2.B1.S1 Science Dept fundraising to acquire funds. 4

 S160387

Strategy Rationale

Hands-on activities assist students in acquiring a greater understanding of scientific concepts.

Action Step 1 5

Fundraising for science supplies.

Person Responsible

Schedule

Daily, from 9/1/2014 to 5/7/2015

Evidence of Completion

Funds in Science Dept. account

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

Fundraising for science supplies

Person Responsible

Schedule

Daily, from 9/1/2014 to 5/7/2015

Evidence of Completion

Funds in Science Dept account

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

Fundraising for science dept supplies

Person Responsible


Schedule

Daily, from 9/1/2014 to 5/7/2015


Evidence of Completion

Purchase of supplies for hands on activities in science classes.

G2.B2 Improve academic support in science. 2

 B148598

G2.B2.S1 Use the learning team process to accurately assess student needs, create calendars, and activities to support those specific weaknesses. Science teachers have created student-teacher scientific workshops to reinforce science skills. 4

 S160388

Strategy Rationale

Action Step 1 5

All science teachers will attend learning team meetings.

Person Responsible

Kelli King

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

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

Learning Team Meetings

Person Responsible

Kelli King

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets, assessments, diagnostics, FSA

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

Assessments

Person Responsible

Kelli King


Schedule

Weekly, from 8/18/2014 to 10/2/2014


Evidence of Completion

Teacher created-assessments, FSA, lesson plans, walk-throughs


G3. Increase overall math proficiency to 74%. Overall proficiency for math is currently 58%. 1

 G058379

G3.B3 Learning curve for both teachers and students as it relates to the incorporation of new strategies into the instructional pedagogy. 2

 B148601

G3.B3.S1 Use of LT Meetings to support professional growth in unpacking the new standards of Common Core, and using new strategies - Writing to justify and Academic Talk. 4

 S160389

Strategy Rationale

Common core standards require students to be proficient at explaining and justify their answers, as well as correct computation using various tools.

Action Step 1 5

Implementation of new strategies to support math goals - Writing to justify and Academic talk.

Person Responsible

Schedule

Weekly, from 9/29/2014 to 5/25/2015

Evidence of Completion

Lesson Plans, Walk-throughs, Observation

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Implementation of strategies

Person Responsible

Schedule

On 5/25/2015

Evidence of Completion

Lesson Plans, Walk-through, Observation, FSA, Diagnostic Results

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Implementation of writing to justify and academic talk strategies.

Person Responsible

Schedule

Weekly, from 8/25/2014 to 5/25/2015


Evidence of Completion

Lesson Plans, Walk-throughs, Observation


G4. Increase overall proficiency in reading to 68%. Overall proficiency for reading is currently 53%. 1

 G058380

G4.B1 Ensuring students are reading text of high complexity. Books that are compatible with reading capacity. 2

 B148602

G4.B1.S1 CLOSE Reading - All curriculum areas will be supported by the implementation of CLOSE reading in the majority of the academic courses at LCMS. 4

 S160390

Strategy Rationale

This will be a systemic reading strategy to improve reading across the curriculum for all students.

Action Step 1 5

Provide training for Language Arts, Reading, Social Studies, and Science teachers on the method of using the CLOSE Reading strategy.

Person Responsible

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Sign-in Sheets, Training Agenda

Action Step 2 5

Purchase a Reading Coach

Person Responsible

Schedule

Monthly, from 8/25/2014 to 5/25/2015

Evidence of Completion

Reading Coach will support the professional development objectives related to reading across all subject areas. The Reading Coach will lead the RLT, and be a member of the Professional Development team. She will also spend her time modeling, coaching, testing, and monitoring the reading initiatives on campus.

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

Implementation of CLOSE reading strategy

Person Responsible

Schedule

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

Evidence of Completion

Walk-throughs, observations

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

Implementation of CLOSE Reading Strategy

Person Responsible

Schedule

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

Evidence of Completion

The FCIM model will be used to practice and perfect the art of the CLOSE reading strategy. Learning Team Meetings will be the forum in which the continuous improvement will be discussed and modified.

G4.B1.S2 Reading Plus Reward Program through morning school and after school programs. 4

S160391

Strategy Rationale

With increased time to read and motivation, students will be more likely to become better readers.

Action Step 1 5

Writing to Justify/Academic Talk Strategies across all curriculum areas. Students will be taught to write to justify their answers in every classroom. The goal is to teach students to extend their thinking, and be able to write to justify their answers.

Person Responsible

Schedule

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

Evidence of Completion

Walk-throughs, Teacher created assessments

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Implementation of Writing to Justify and Academic Talk strategies

Person Responsible

Schedule

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

Evidence of Completion

Teacher observations, walk-throughs, lesson plans

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Implementation of Writing to justify and Academic talk strategies.

Person Responsible

Schedule

On 6/4/2015


Evidence of Completion

Teacher created assessments, walk-throughs, lesson plans

G4.B2 Student willingness to engage in testing. (Reading Plus) 2

 B148603

G4.B2.S1 Tutorial program to address the needs of Level 1 and Level 2 students. 4

 S160392

Strategy Rationale

Provide an extended learning opportunity for student population testing in the 25th percentile

Action Step 1 5

Provide tutorial opportunities for students in the lowest 25%.

Person Responsible

Jose Rodriguez

Schedule

Daily, from 2/23/2015 to 4/9/2015

Evidence of Completion

Tutorial Sign-in Sheets, Lesson Plans, Student Data, FSA

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Tutorial Program

Person Responsible

Jose Rodriguez

Schedule

On 4/9/2015

Evidence of Completion

Tutorial Program Sign-in Sheets, Lesson Plans, FSA, Student Data

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Tutorial Program

Person Responsible

Jose Rodriguez


Schedule

On 4/9/2015


Evidence of Completion

Student Data, FSA, Sign-in Sheets

G4.B3 Providing enrichment for higher achieving students, while challenging lower performing students to become critical thinkers. 2

 B148604

G4.B3.S1 Provide gifted and advanced courses for students that have need of extensive enrichment in reading. 4

 S160393

Strategy Rationale

The master schedule will include both gifted and advanced courses for Language Arts to provide increased rigor for students that require this instruction, as reflected in their data.

Action Step 1 5

Purchase 1 Language Arts Teacher

Person Responsible

Edward Burke

Schedule

On 6/30/2015

Evidence of Completion

SRI testing, FAIR testing, Diagnostic Testing, FCAT 2.0

Action Step 2 5

Classroom Supplies and Printers

Person Responsible

Edward Burke

Schedule

On 12/19/2014

Evidence of Completion

Budget Report

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Reading Strategies and increase enrichment for Level 4 & Level 5 students.

Person Responsible

Lillian Simpson

Schedule

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

Evidence of Completion

SRI Testing, Diagnostic Testing, FCAT 2.0

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Reading Strategies and increase enrichment for Level 4 & Level 5 students.

Person Responsible

Lillian Simpson


Schedule

Every 6 Weeks, from 8/28/2014 to 4/2/2015

Evidence of Completion

SRI Testing, Diagnostic Testing, FSA

G4.B3.S2 Writing to justify/Academic Talk Strategies 4

 S160394

Strategy Rationale

Students will be taught and ask to express their reasoning in conversation and in writing to increase not only their understanding, but their ability to explain and support their thinking.

Action Step 1 5

Increase reading capacity and achieve proficiency target of 68% in 2014-2015.

Person Responsible

Schedule

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

Evidence of Completion

FAIR testing, SRI Testing, Diagnostic Testing, and FSA

Action Step 2 5

Increase motivation to read by having an Author - Eliot Schrefer - to visit our school

Person Responsible

Holly Randall

Schedule

On 5/12/2015

Evidence of Completion

Lesson Plans

Action Step 3 5

Purchase 40 copies of Endangered for Pre-Reading for the Author's visit

Person Responsible

Holly Randall

Schedule

On 3/30/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B3.S2 6

Increasing overall proficiency for reading to 60%

Person Responsible

Lillian Simpson

Schedule

On 6/4/2015

Evidence of Completion

FAIR Testing, SRI Testing, Diagnostic Testing, FCAT 2.0

Plan to Monitor Effectiveness of Implementation of G4.B3.S2 7

Increasing academic talk, and student's ability to justify their answers.

Person Responsible

Schedule

On 6/4/2015

Evidence of Completion

Lesson Plans, Observations, Walk-throughs, Collegial groups

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Parent Trainings to Include: Parent University, HS411, FSA Parent Night, and Increase communication with parents		8/14/2014	Sign-in Sheets, Evaluations, Agendas	5/1/2015 monthly
G2.B1.S1.A1	Fundraising for science supplies.		9/1/2014	Funds in Science Dept. account	5/7/2015 daily
G2.B2.S1.A1	All science teachers will attend learning team meetings.	King, Kelli	8/18/2014		5/29/2015 weekly
G3.B3.S1.A1	Implementation of new strategies to support math goals - Writing to justify and Academic talk.		9/29/2014	Lesson Plans, Walk-throughs, Observation	5/25/2015 weekly
G4.B1.S1.A1	Provide training for Language Arts, Reading, Social Studies, and Science teachers on the method of using the CLOSE Reading strategy.		8/25/2014	Sign-in Sheets, Training Agenda	5/29/2015 weekly
G4.B1.S2.A1	Writing to Justify/Academic Talk Strategies across all curriculum areas. Students will be taught to write to justify		8/18/2014	Walk-throughs, Teacher created assessments	6/4/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	their answers in every classroom. The goal is to teach students to extend their thinking, and be able to write to justify their answers.				
G4.B2.S1.A1	Provide tutorial opportunities for students in the lowest 25%.	Rodriguez, Jose	2/23/2015	Tutorial Sign-in Sheets, Lesson Plans, Student Data, FSA	4/9/2015 daily
G4.B3.S1.A1	Purchase 1 Language Arts Teacher	Burke, Edward	8/11/2014	SRI testing, FAIR testing, Diagnostic Testing, FCAT 2.0	6/30/2015 one-time
G4.B3.S2.A1	Increase reading capacity and achieve proficiency target of 68% in 2014-2015.		8/18/2014	FAIR testing, SRI Testing, Diagnostic Testing, and FSA	6/4/2015 daily
G4.B1.S1.A2	Purchase a Reading Coach		8/25/2014	Reading Coach will support the professional development objectives related to reading across all subject areas. The Reading Coach will lead the RLT, and be a member of the Professional Development team. She will also spend her time modeling, coaching, testing, and monitoring the reading initiatives on campus.	5/25/2015 monthly
G4.B3.S1.A2	Classroom Supplies and Printers	Burke, Edward	8/18/2014	Budget Report	12/19/2014 one-time
G4.B3.S2.A2	Increase motivation to read by having an Author - Eliot Schreier - to visit our school	Randall, Holly	5/12/2015	Lesson Plans	5/12/2015 one-time
G4.B3.S2.A3	Purchase 40 copies of Endangered for Pre-Reading for the Author's visit	Randall, Holly	3/30/2015		3/30/2015 one-time
G1.MA1	Increased attendance to parental events.		8/14/2014	Sign-in Sheets	4/15/2015 one-time
G1.B1.S1.MA1	Parent University and other Parental Events		8/14/2014	Surveys for Parental Feedback, Sign-in Sheets	4/15/2015 monthly
G1.B1.S1.MA1	Parent University will be held regularly throughout the school year. Most meeting will include a presentation of information to increase parental capacity. Parent University Gazette will also be published to facilitate an increase in the number of parents that benefit from information that is provided in our parent meetings.		9/27/2014	Copy of Presentations, Handouts, Sign-in Sheets, and Agendas, Parent University Gazette	4/15/2015 monthly
G2.MA1	Increased hands-on activities in science classes.		9/1/2014	Lesson Plans, Walk-throughs, FSA Science scores	5/7/2015 monthly
G2.MA2	Students will take science diagnostics and teacher created assessments that will be use to monitor and fine tune teaching strategies, needed to assist students in reaching proficiency.		9/1/2014	Assessment data, and LTM outcomes	4/6/2015 weekly
G2.B1.S1.MA1	Fundraising for science dept supplies		9/1/2014	Purchase of supplies for hands on activities in science classes.	5/7/2015 daily
G2.B1.S1.MA1	Fundraising for science supplies		9/1/2014	Funds in Science Dept account	5/7/2015 daily
G2.B2.S1.MA1	Assessments	King, Kelli	8/18/2014	Teacher created-assessments, FSA, lesson plans, walk-throughs	10/2/2014 weekly
G2.B2.S1.MA1	Learning Team Meetings	King, Kelli	8/18/2014	Sign-in sheets, assessments, diagnostics, FSA	5/29/2015 weekly
G3.MA1	Writing in math		8/25/2014	Lesson Plans, Walk-throughs, Learning Team Meetings	5/25/2015 monthly
G3.B3.S1.MA1	Implementation of writing to justify and academic talk strategies.		8/25/2014	Lesson Plans, Walk-throughs, Observation	5/25/2015 weekly
G3.B3.S1.MA1	Implementation of strategies		8/25/2014	Lesson Plans, Walk-through, Observation, FSA, Diagnostic Results	5/25/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.MA1	Increase overall proficiency in reading to 68%		8/18/2014	FAIR testing, SRI testing, Diagnostic Testing, FSA	6/4/2015 daily
G4.B1.S1.MA1	Implementation of CLOSE Reading Strategy		8/18/2014	The FCIM model will be used to practice and perfect the art of the CLOSE reading strategy. Learning Team Meetings will be the forum in which the continuous improvement will be discussed and modified.	6/4/2015 daily
G4.B1.S1.MA1	Implementation of CLOSE reading strategy		8/18/2014	Walk-throughs, observations	6/4/2015 daily
G4.B2.S1.MA1	Tutorial Program	Rodriguez, Jose	2/23/2015	Student Data, FSA, Sign-in Sheets	4/9/2015 one-time
G4.B2.S1.MA1	Tutorial Program	Rodriguez, Jose	2/23/2015	Tutorial Program Sign-in Sheets, Lesson Plans, FSA, Student Data	4/9/2015 one-time
G4.B3.S1.MA1	Reading Strategies and increase enrichment for Level 4 & Level 5 students.	Simpson, Lillian	8/28/2014	SRI Testing, Diagnostic Testing, FSA	4/2/2015 every-6-weeks
G4.B3.S1.MA1	Reading Strategies and increase enrichment for Level 4 & Level 5 students.	Simpson, Lillian	8/18/2014	SRI Testing, Diagnostic Testing, FCAT 2.0	6/4/2015 daily
G4.B1.S2.MA1	Implementation of Writing to justify and Academic talk strategies.		8/18/2014	Teacher created assessments, walk-throughs, lesson plans	6/4/2015 one-time
G4.B1.S2.MA1	Implementation of Writing to Justify and Academic Talk strategies		8/18/2014	Teacher observations, walk-throughs, lesson plans	6/4/2015 daily
G4.B3.S2.MA1	Increasing academic talk, and student's ability to justify their answers.		8/18/2014	Lesson Plans, Observations, Walk-throughs, Collegial groups	6/4/2015 one-time
G4.B3.S2.MA1	Increasing overall proficiency for reading to 60%	Simpson, Lillian	8/18/2014	FAIR Testing, SRI Testing, Diagnostic Testing, FCAT 2.0	6/4/2015 one-time

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.

G2. Increase overall science proficiency from 41% to 50%.

G2.B2 Improve academic support in science.

G2.B2.S1 Use the learning team process to accurately assess student needs, create calendars, and activities to support those specific weaknesses. Science teachers have created student-teacher scientific workshops to reinforce science skills.

PD Opportunity 1

All science teachers will attend learning team meetings.

Facilitator

Kelli King

Participants

Science Dept

Schedule

Weekly, from 8/18/2014 to 5/29/2015

G3. Increase overall math proficiency to 74%. Overall proficiency for math is currently 58%.

G3.B3 Learning curve for both teachers and students as it relates to the incorporation of new strategies into the instructional pedagogy.

G3.B3.S1 Use of LT Meetings to support professional growth in unpacking the new standards of Common Core, and using new strategies - Writing to justify and Academic Talk.

PD Opportunity 1

Implementation of new strategies to support math goals - Writing to justify and Academic talk.

Facilitator

Kelli King, Judith Licata, Jennifer Hulse

Participants

Math Dept, and Instructional Leaders

Schedule

Weekly, from 9/29/2014 to 5/25/2015

G4. Increase overall proficiency in reading to 68%. Overall proficiency for reading is currently 53%.

G4.B1 Ensuring students are reading text of high complexity. Books that are compatible with reading capacity.

G4.B1.S1 CLOSE Reading - All curriculum areas will be supported by the implementation of CLOSE reading in the majority of the academic courses at LCMS.

PD Opportunity 1

Provide training for Language Arts, Reading, Social Studies, and Science teachers on the method of using the CLOSE Reading strategy.

Facilitator

Kelli King, Lillian Simpson, Jose Rodriguez, IIRLT Team

Participants

All teachers in four departments listed.

Schedule

Weekly, from 8/25/2014 to 5/29/2015

G4.B1.S2 Reading Plus Reward Program through morning school and after school programs.

PD Opportunity 1

Writing to Justify/Academic Talk Strategies across all curriculum areas. Students will be taught to write to justify their answers in every classroom. The goal is to teach students to extend their thinking, and be able to write to justify their answers.

Facilitator

Reading Coach, Learning Team Facilitator, District Personnel

Participants

All Teachers and Administration

Schedule

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

G4.B3 Providing enrichment for higher achieving students, while challenging lower performing students to become critical thinkers.

G4.B3.S2 Writing to justify/Academic Talk Strategies

PD Opportunity 1

Increase reading capacity and achieve proficiency target of 68% in 2014-2015.

Facilitator

Reading Coach

Participants

Reading Coach, Reading and Language Arts Teachers, Curriculum AP, Learning Team Facilitator, Media Specialist, Technology Liaison

Schedule

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

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 1: Increase Parental Involvement to 45%, and increase parent capacity	4,372
Goal 4: Increase overall proficiency in reading to 68%. Overall proficiency for reading is currently 53%.	222,001
Grand Total	226,373

Goal 1: Increase Parental Involvement to 45%, and increase parent capacity		
Description	Source	Total
B1.S1.A1 - Toner, cartridges, paper, laminating film, pens, pencils, post-it paper, food for parent training, stamps, envelopes, markers, etc.	Title I Part A	2,487
B1.S1.A1 - Purchasing a color printer for newsletters and parent communication	Title I Part A	380
B1.S1.A1 - Postage for Parent Communication	Title I Part A	872
B1.S1.A1 - Part-time in System/Benefits for staff for Parent University	Title I Part A	633
Total Goal 1		4,372

Goal 4: Increase overall proficiency in reading to 68%. Overall proficiency for reading is currently 53%.		
Description	Source	Total
B1.S1.A2 - Purchase books for PDD on January 29, 2015 to support teachers in all content areas	Title I Part A	200
B2.S1.A1 - Tutorial Program	Title I Part A	6,138
B3.S1.A1 - Purchase a Reading Coach	Title I Part A	73,058
B3.S1.A1 - Purchase a Learning Team Facilitator	Title I Part A	73,058
B3.S1.A1 - Purchase a Language Arts Teacher	Title I Part A	65,882
B3.S1.A1 - Substitute Teachers for Title 1 funded teacher	Title I Part A	609
B3.S1.A2 - Classroom Supplies To support students and classroom needs, including printers, paper, post-it paper, markers, white boards, folders, pens and pencils, laminating film, copiers, erasers, staplers, crates, toner, ink, I-pads, clickers, etc.		1,896
B3.S2.A2 - SAC approved \$1000 to be spent on Author's expenses	School Improvement Funds	1,000
B3.S2.A3 - SAC approved the purchase of 40 copies of the book Endangered for the author's visit	School Improvement Funds	160
Total Goal 4		222,001