

Lakeland Highlands Middle School

8-Step problem solving step zero school strategic goals college and career mission vision public and collaborative teaching family and community involvement planning building relationships increased achievement assessment resources effective leadership strategies ambitious supportive environment instruction improvement needs



2014-15 School Improvement Plan

Lakeland Highlands Middle School

740 LAKE MIRIAM DR, Lakeland, FL 33813

<http://schools.polk-fl.net/lhms>

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	No	49%
Alternative/ESE Center	Charter School	Minority
No	No	44%

School Grades History

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

School Board Approval

This plan is pending approval by the Polk County School Board.

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
Focus	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To provide our students with specific learning experiences that prepare them to be life long learners, independent thinkers, responsible and respectful contributors to an ever-changing world

Provide the school's vision statement

To provide a safe and stimulating educational environment offering a differentiated, effective and rigorous curriculum enabling all students to reach their fullest potential.

School Environment

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

Students are assigned guidance counselors upon enrollment in the school. The assignment follows each student through the grade progression at the school until the student transitions to high school. The guidance counselors provide communication with teachers about their students background and academic needs. Teachers and support staff continuously discuss strategies for building relationships with students to include participating in clubs, extramural and intramural sports, tutoring, mentoring, and lesson activities and events that include diversity and tolerance. The school administration and support staff have an "open door" policy with students and parents to encourage conversations to learn more about the cultural and academic background of students. The school acknowledges and participates in activities honoring accomplishments across various cultures as they are recognized through the community.

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

The students are denoted and separated by grade level in separate locations on school property before school. Students can move about their locations where teachers and support staff are available for assistance. Teachers and staff are assigned supervision duty at each of these locations before and after school. Students are provided opportunity to see teachers and other support staff prior to school and after school for assistance. The school campus is secured by fencing around the perimeter and gated during the day with secure access only through the main entrance of the school. Students are not accessible to visitors without notification and permission from school personnel.

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

Lakeland Highlands Middle School is a Positive Behavior Support school designed to support and develop a relationship between students, faculty, staff, and parents. This support has set behavioral expectations that are taught and reinforced throughout the school year through close circuit television and teacher-led activities. In addition, behavioral forms are used to document interventions within the classroom to alleviate loss of instructional time and support a consistent approach to discipline. The student services office reviews the behavioral forms and follows the code of conduct for more severe discipline issues.

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

Lakeland Highlands Middle School has developed a system of communication between all staff and guidance counselors when addressing the social-emotional needs of students. Students are provided the opportunity to request guidance assistance to any staff member or they can complete an incident report to share concerns in a more discrete manner. Teachers are also provided yellow and purple cards to denote students concerns that may need immediate attention but yet kept confidential during instructional time. These cards are delivered to the main office where a dean or guidance counselor is immediately notified to report to the class to assist the student. Mentoring services are coordinated through the student services department and is in cooperation with community stakeholders. Additional pupil services include bullying reporting services on and off school campus. There are bullying boxes stationed throughout the campus where students can report an incident with confidentiality and the Polk County website provides an off-campus reporting system.

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

The Early Warning System report is provided through the district and accessible to staff online. The system monitors students who are falling behind on academic knowledge and skills so that schools can provide extra help and interventions such as: mentoring, tutoring, targeted literacy and math curriculum support, extended school time, and other supports to keep students on track for promotion. The report identifies students risk factors of attendance, discipline with out-of-school suspensions, overage factors indicating failures in coursework, and tardies.

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	52	50	71	173
One or more suspensions	10	8	10	28
Course failure in ELA or Math	25	10	0	35
Level 1 on statewide assessment	111	101	96	308
	0	0	0	

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	2	3	26	31

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

Lakeland Highlands Middle School utilizes the data from the early warning system to intervene with students falling one or more indicators. The guidance counselors contacts students, parents,

teachers, and social workers when necessary to enact strategies to assist students with these risk indicators. Strategies include sending letters home and calling parents when students are not in attendance at school followed by letters home to remind parents and students of the obligation to attend school. These letters are sent at five days and ten days. The social worker is contacted when a student exceeds 10 unexcused absences and a visit is made to the home. Every effort is made to avoid suspending students from school. With the exception of serious violation of the code of conduct, interventions are enacted to circumvent behaviors without loss of instruction time. Teachers are required to make parent contact prior to referrals to office for minor violations of the code. Teachers are provide training and strategies related to the code of conduct and classroom managed behaviors. Positive Behavior Support initiatives are incorporated schoolwide to reinforce and recognize correct behaviors. The administration and/or deans make contact with parents/guardian any time a student is suspended from school and efforts are made to obtain makeup work. Deans, guidance counselors, administration, and parents discuss strategies for student to avoid repeat behaviors.

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

Lakeland Highlands Middle School encourages parental involvement in various way. The PTSO recruits membership throughout the year including during orientation. Lakeland Highlands Middle School also promotes and encourages parent and community volunteers with the pre-academies. Parent volunteers participate in the assistance of school performances and academic events, extracurricular activities, teacher assistance, and support assistance.

Communication with parents includes the school webpage, parent portal, e-connect messages on upcoming events and important information, flyers, Cougar's Mark newspaper, school marquee, and personal calls and email correspondence.

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

Lakeland Highlands Middle School is a pre-academy with a strong focus on community and business partnerships. The leadership team and pre-academy lead teachers reach out to local business and community members to share their expertise and resources with students focusing in on education, employment, and real-life experiences. Lakeland Highlands Middle School participates in the WE Expo meeting students and community members to share program focus and secure contacts for potential partnerships within the school. An advisory committee for the pre-academy meets to develop goals and strategies related to student achievement, pre-academy growth, and potential partnerships with community and businesses.

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
DRISDOM, DONNA	Principal
Epperson, Tammy	Assistant Principal
Brackman, Lee	
Davenport, Ann	Teacher, K-12
Douglas, Avis	Guidance Counselor
Huber, Stephanie	Teacher, K-12
Hull, Laura	Teacher, K-12
King, David	Teacher, K-12
McGarrah, Mary	Other
Thomas, Judy	Teacher, K-12
Willcockson, Susan	Guidance Counselor
Winters, Jim	Teacher, K-12
Zamora, Alejandro	Guidance Counselor
Ahlschwede, Michael	Instructional Technology

Duties

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

Principal-Donna Drisdom- Mrs. Drisdom will provide a common vision for the use of data-based decision-making strategies and activities, model the Multi-Tiered System of Supports Process; supervise the development of a strong infrastructure for implementation of MTSS/RtI; ensure that the school-based team is implementing MTSS/RtI; conduct assessment of MTSS/RtI skills of school staff; ensure implementation of intervention support and documentation; ensure and participate in adequate professional learning to support MTSS/RtI implementation; develop a culture of expectation with the school staff for the implementation of MTSS/RtI school wide; ensure resources are assigned to those areas in most need; and communicate with parents regarding school-based MTSS/RtI plans and activities.

Assistant Principals-Tammy Epperson and William Lee Brackman: Mrs. Epperson and Mr. Brackman will work together in providing a common vision for the use of data-based decision-making strategies and activities, assist in the development of a strong infrastructure of resources for the implementation of MTSS/RtI, further assist the principal in the assessment of MTSS/RtI skills, implement intervention support and documentation, develop and implement professional learning and communicate with parents and staff concerning MTSS/RtI plans and activities.

Department Heads for Each Content Area and Elective – Ann Davenport (Language Arts), Judy Thomas (Science), Laura Hull (Mathematics), Jim Winters (Social Studies), David King (All Electives), Stephanie Huber(Reading), and Mary McGarrah (ESE Facilitator) will provide information about core instruction; participate in student data collection; deliver Tier 1 instruction/intervention in monthly PLC meetings; collaborate with other staff to implement Tier 2/3 interventions; and integrate Tier 1 materials/instruction with Tier 2/3 activities. All staff will participate in student data collection and analysis, integrate core instructional activities/materials/ instruction in tiered interventions; utilize

progress monitoring data to adjust tiered interventions and instruction, and collaborate with one another to develop and implement instructional plans addressing student achievement needs. Guidance Counselors, School Psychologist, and Social Worker--Guidance Counselors-Susan Willcockson, Alejandro Zamora, and Avis Douglas will provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicate with child-serving community agencies to support the students' academic, emotional, behavioral, and social success. School Psychologist Lori Garner and Social Worker Heather Rimes will participate in the collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical evaluation; assist in facilitating data-based decision making activities. MTSS/RtI Behavior Representative (PBS)-Ruth Lee will participate in the collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; assist with professional development for behavior concerns; assist in facilitating data-based decision making activities. Technology Specialist-Michael Ahlschwede will develop and manage technology necessary to manage and display data, provide professional development and technical support to teachers and staff regarding data management, graphic display, instructional use of technology, and provide school related information to parents and community through electronic communications.

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 Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Multi-Tiered Systems of Support. The MTSS Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:

- Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.
- Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, reviewing curriculum, assisting in making decisions for school, teacher, and student improvement.
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- Focus on improving student achievement outcomes with evidence-based interventions implemented with fidelity through the use of progress monitoring and data analysis.
- Foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

Lakeland Highlands Middle School does not receive Title I funds. Title II funds have routinely been provided by the district for school-led professional development however, the last two years the district has used Title II funds to provide district-initiated professional development to instructional staff in district-led professional development. The leadership team utilizes the district-provided PD360 subscription services to assist personnel with professional learning.

Instructional resources are provided through district purchase and are inventoried through a barcoding system and checked out to teachers and students according to resource assignments. Lakeland Highlands Middle School provides daily breakfast to student along with lunch to all students and the cost is tiered based on student's eligibility for free/reduced lunch.

CTE courses are provided to students through the implementation of the pre-academy tracks launched in 2012-13. CTE teachers are provided professional development through the district workforce education.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Donna Drisdom	Principal
Lee Brackman	Education Support Employee
Tammy Epperson	Education Support Employee
Bob Zwayer	Business/Community
Pamela Last	Parent
Creigh Brown	Parent
Jason Higginbotham	Parent
Roxanne Cook	Parent
Kandis Buford	Parent
Vanessa Hughes	Parent
Jessica Cheek	Parent
Shannon Ingram	Parent
Erin Baeder	Parent
Debora Feliu	Parent
Mirabel Rozier	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 SAC committee meets monthly and discusses the current state of the school. The principal and other members of the administrative staff share information related to student achievement, curriculum initiatives, school community events and concerns, goals and other updates related to school business. The leadership team shares the school improvement goals with the SAC committee and updates committee on how the implemented initiatives are working to achieve the goals.

Development of this school improvement plan

The Leadership Team discusses the school's academic and operational goals for the year with the SAC committee. The SAC Chair reviews and proofs the SIP draft and once completed, the SIP plan is reviewed and discussed with the SAC committee for approval.

Preparation of the school's annual budget and plan

Lakeland Highlands Middle School does not have a school improvement budget for SAC to review.

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

Lakeland Highlands Middle School did not receive school improvement funds.

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
DRISDOM, DONNA	Principal
Epperson, Tammy	Assistant Principal
Brackman, Lee	Assistant Principal
Davenport, Ann	Teacher, K-12
Huber, Stephanie	Teacher, K-12
Hull, Laura	Teacher, K-12
King, David	Teacher, K-12
Thomas, Judy	Teacher, K-12
Wiltrot, Dana	Dean
Wright, Ave	Dean
Wilson, Quinton	Dean
Douglas, Avis	Guidance Counselor
Willcockson, Susan	Guidance Counselor
Zamora, Alejandro	Guidance Counselor
Winters, Jim	Teacher, K-12
Ahlschwede, Michael	Instructional Technology
Jones, Lisa	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team will include the infusion the Florida Standards with an emphasis on content area reading, research, standards-based instruction, and writing in all curricular areas of instruction to include text-based evidence and using the assessment rubric provided through the Florida Assessment webpage, the incorporation of extending reading passages, CISM strategies, DBQ's, the use of the Florida Stem questions and other high level questioning strategies, the use of high yield learning strategies of summarization and higher order thinking along with vocabulary building strategies across the curriculum.

Baseline data is gathered through August and September. Baseline data for reading is gathered using

FAIR-F, math, English language arts, and science standards baseline data is collected at the beginning of the year through IMPROVE, and writing baseline data is provided through district-scheduled, teacher-directed timed writing assessment. Third through Tenth Grade instructional data is gathered from the previous year's FCAT scores in Reading, Math, Science, and Writing.

Progress Monitoring data is gathered mid-year in December and toward the end of the year during March through FAIR-FS, IMPROVE, and district-scheduled, teacher-directed timed writing assessment. Other Progress Monitoring data is collected as needed for classroom or student progress. This information may be obtained through probes, Quick Reads, Fluency checks, etc. Diagnostic Assessment data is gathered through FAIR and IMPROVE.

End of Year data is gathered through FAIR, IMPROVE, FSA (Florida Standards Assessments, and EOC).

Data is discussed and analyzed at least monthly at the MTSS Leadership Team Meetings, PLC meetings, and Department Chair meetings.

Attendance and Suspension data is gathered and reviewed monthly through Genesis. The data is analyzed and discussed monthly at the MTSS Leadership meetings and PBS meetings.

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 scheduled with six periods of instruction and one period of planning each day. These planning periods provide cross-curricular planning for integration of instruction over various content areas. In addition, department planning is provided once a week in the morning prior to school for teachers to collaborate with content area teachers and provide opportunities for grade level and vertical PLC meetings and planning.

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

1. Principal--Follow the district's policy in hiring certified and highly qualified teachers
2. Assistant Principal--Partner new hires with mentor teacher
3. Assistant Principal--Hold Professional Developments to indoctrinate new teachers to school and district

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

Lakeland Highlands Middle School follows the district guidelines in establishing a teacher mentor program through PEC where the coordinator and mentor plans and develops the following activities with the new teacher:

Review of Teacher Duties

Review structure of the lesson plans/curriculum map

Review Classroom Mgt. Activities (Harry Wong-First Days of School along with Fred Jones)

Review Teacher Handbook

Professional Development Centered district and school initiatives

Observations/Reflections

*Struggling teachers will receive professional development within the areas of need using PD360

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

Teachers are provided a copy of the Florida Standards, a link to the standards is also available on their lesson plan template. Teachers are provided learning maps developed by the district and are required to plan for instruction using the learning maps along with the district adopted resources and document the core standards and content specific standards in their lesson plans. Administration reviews lesson plans and conducts walk-throughs and observations to ensure core instructional programs are aligned with Florida's standards. Administration reviews gradebooks and progress monitoring data to identify concerns and verify the fidelity of instruction as it relates to standards-based instruction. Professional development is scheduled at the beginning of the school year to staff on lesson development aligned with Florida Standards. Professional development continues through the year on standards-based instructions.

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

Lakeland Highlands Middle School uses data to develop the master schedule, schedule students, and differentiate instruction within the classroom. Baseline data is gathered through August and September. Teacher are provided student trend data along with current baseline and monitoring data to develop instructional activities designed to teach content and differentiate based on student needs. In the 2014-15 school year, the student schedule includes a semester-long intensive math class to assist students performing below proficiency in math content. The instructors are provided specific performance data on each student and instruction is designed to focus on individual student needs in mathematics. These student are also scheduled in their grade level mathematics course. Students performing below proficiency in reading are schedule in one or two courses of reading along with their grade level English language arts course to focus on direct instruction in reading comprehension to assist these students in their reading proficiencies. Teachers of these courses are provided trend data and specific student performance data to provide differentiated instruction related to specific deficiencies. Small group instruction and individual interventions

Progress Monitoring data is gathered mid-year in December and toward the end of the year. Other Progress Monitoring data is collected as needed for classroom or student progress. This information may be obtained through probes, Quick Reads, Fluency checks, and teacher-driven performance tasks data.

Data is discussed and analyzed at least monthly at the MTSS Leadership Team Meetings, PLC meetings, and Department Chair meetings.

Attendance and Suspension data is gathered and reviewed monthly through Genesis. The data is analyzed and discussed monthly at the MTSS Leadership meetings and PBS meetings.

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

Strategy: Weekend Program

Minutes added to school year: 960

Lakeland Highlands Middle School extends the learning for students with Saturday workshops in preparation of End of Course Exams, FCAT Science, and the writing portion of the Florida Assessment.

Strategy Rationale

The implementation of the EOC, FCAT Science, and text-based writing workshop is to provide students with additional support and instruction on content/standards specific to their needs in preparation for the administration of the test. The intent is to provide instructions and time for additional student inquiry so they are well-prepared and confident when participating in the administration of the test.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

DRISDOM, DONNA, donna.drism@polk-fl.net

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

Teacher feedback, student feedback, FCAT Science, Florida Assessment results, and End of Course Exam results

Strategy: Summer Program

Minutes added to school year: 3,300

Lakeland Highlands Middle School extends the learning for students with summer school to at-risk student for course recovery.

Strategy Rationale

Strategy Purpose(s)

""

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 feedback, student feedback, student performance in class and on teacher assessment.

Strategy: Weekend Program

Minutes added to school year: 1,920

Lakeland Highlands Middle School extends the learning for students with Saturday workshops to at-risk student for course recovery.

Strategy Rationale

Strategy Purpose(s)

""

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 feedback, student feedback, student performance in class and on teacher assessment . Progress Monitoring and FCAT results.

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

Lakeland Highlands Middle School schedules a parent night for incoming 6th graders during the spring season of the students' 5th grade year to allow parents to visit, receive information regarding the transition to middle school, and learn about the school's pre-academy program in preparation for registration. Members of the leadership team visit the elementary schools to present information to students and parents regarding the middle school transition and registration. The guidance counselors are assigned a grade level cohort and they loop with that cohort throughout their 3 years at the middle school. The leadership team coordinates with the high schools to visit Lakeland Highlands Middle School to present information related to the 8th grade cohort transitioning to the high school. The 8th grade counselor meets with all 8th grade students during the spring to develop high school education plans.

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

Students are provided instruction and guidance in career planning through the 8th grade Social Science US History with career planning course. The CTE academy courses include career planning standards that are incorporated into the instruction. Students in the 8th grade also participate in career planning through Choices during the school year with their guidance counselor. CTE instructors and the Leadership Team recruit business partners aligned with the career academies to provide the school an opportunity to bring industry personnel to the students for various presentations and hands-on experiences with leaders in the career field of interest. The Leadership Team articulates with feeder high schools and post-secondary institutions for an alignment of instruction in preparation for continuation in study in career fields of interest and industry certification opportunities for students.

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

Lakeland Highlands Middle School is a wall-to-wall pre-academy school where all students are members of a selected career academy track aligned to their career interest. Students are scheduled into the pre-academy electives within the pre-academy track. Academic content teachers are aligned with specific academy tracks to incorporate activities that develop the relationship and relevance of the academic content areas to potential career paths of all students. Students participating in pre-academy courses on in the medical, law, media design, and aviation tracks may earn high school credit with their respective pre-academy leading to the opportunity to earn industry certification at the high school level.

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

Lakeland Highlands Middle School is a wall-to-wall academy school with the intent that all students are provided an opportunity to participate in career and technical education. Teachers instructing the technical education courses are teamed with content area teachers to collaboratively plan for cross-curricular lessons integrating the content with the technical material to provided students the connection between education and career in support of student achievement.

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

Lakeland Highlands Middle School provides opportunities for students to earn high school credit through their participation in the pre-academy courses, mathematics, foreign language, and science. Providing the opportunity allows students to potentially enroll in AP coursework and dual enrollment courses for postsecondary credit. During the 8th grade year, students receive instruction in college and career planning through the US History course and through planning activities with the 8th grade guidance counselor.

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers design and implement effective lessons to engage students in rigorous tasks aligned with the Florida Standards incorporating the full intent of the standards in all content areas and cross content areas focusing on student learning throughout instructional time.

Strategic Goals Detail

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

G1. Teachers design and implement effective lessons to engage students in rigorous tasks aligned with the Florida Standards incorporating the full intent of the standards in all content areas and cross content areas focusing on student learning throughout instructional time. **1a**

 G058676

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	76.0
FCAT 2.0 Science Proficiency	52.0
AMO Math - All Students	72.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	66.0
Math Gains	61.0
Math Lowest 25% Gains	54.0
FCAT 2.0 Science Proficiency	52.0

Resources Available to Support the Goal **2**

- Adopted curriculum, ancillary materials, progress monitoring tools, Florida Standards and district learning maps, district and school professional development for administrators and teachers, tutoring and enrichment, Extended Learning, differentiated instruction, PLC planning.

Targeted Barriers to Achieving the Goal **3**

- Knowledge and authentic understanding of level of rigor in standards
- Lack of exposure and engagement with long, complex texts across the content areas and writing about what text they're reading using text-based evidence
- Engaging students in thinking critically while reading, writing, &/or understanding content area curriculum
- Instructional delivery of lessons utilizing engagement strategies and tools
- Effective use and regular analysis of individual student data to design and differentiate instruction

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

CWT and Observations
Progress monitoring data

Person Responsible
DONNA DRISDOM

Schedule
Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion
Documentation from observations Progress Monitoring Results Student Work Samples

Action Plan for Improvement

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

Problem Solving Key

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

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

G1. Teachers design and implement effective lessons to engage students in rigorous tasks aligned with the Florida Standards incorporating the full intent of the standards in all content areas and cross content areas focusing on student learning throughout instructional time. **1**

 G058676

G1.B1 Knowledge and authentic understanding of level of rigor in standards **2**

 B149351

G1.B1.S1 Administrators and Teachers participate in professional learning and collaborate within PLCs to learn how to breakdown standards and identify activities and assessments to teach standards to level of rigor expected for student performance. **4**

 S161202

Strategy Rationale

Proper instructional strategies focused on the full intent of standards will increase student achievement.

Action Step 1 **5**

Teachers will participate in rolling professional development and PLC planning focusing on standards-based instruction, complexities of content standards, and common assessments.

Person Responsible

DONNA DRISDOM

Schedule

Monthly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Lesson Plans/PLC participation CWT/Observations Teacher Assessment data Progress monitoring data Teacher reflection/feedback

Action Step 2 5

Teachers will develop standards based lessons and assessments designed to instruct and evaluate student learning of standards at complex levels of understanding using Webb's Depth of Knowledge.

Person Responsible

DONNA DRISDOM

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Lesson Plans CWT/Observations Teacher Assessment data Progress monitoring data
Teacher reflection

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

Conduct focused CWT and observations
Review of lesson plans and assessments
Sign in sheets for PD
Teacher Feedback

Person Responsible

DONNA DRISDOM

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Documented observations Lesson Plans and Assessments Progress Monitoring Data PD
sign in sheets and follow up

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

Data from Progress monitoring
Data from Teacher assessment
Data from gradebook
Teacher reflection/feedback

Person Responsible

DONNA DRISDOM

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Lesson Plans Progress Monitoring Reports Grade Book Student work samples CWT/
Observation feedback

G1.B2 Lack of exposure and engagement with long, complex texts across the content areas and writing about what text they're reading using text-based evidence 2

 B149352

G1.B2.S1 Teachers will utilize the CISM and the DBQ model of instruction to engage students in critical thinking using complex text requiring textual evidence and support in extended writing activities. 4

 S161203

Strategy Rationale

The CISM and DBQ activities are designed to engage students in critical thinking and documenting text evidence and, when implemented with fidelity, result in student learning.

Action Step 1 5

Teachers will participate in CISM and DBQ training and/or refresher training.

Person Responsible

DONNA DRISDOM

Schedule

Annually, from 8/25/2014 to 6/5/2015

Evidence of Completion

Sign in sheets PD follow up

Action Step 2 5

Teachers will develop CISM lessons in content areas.

Person Responsible

DONNA DRISDOM

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Lesson Plans Sample Student Work Conference with teacher and student

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

CWT/Observations

Lesson Plan review

Teacher reflection/feedback

Person Responsible

DONNA DRISDOM

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Student work sample

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

Progress monitoring data

Teacher assessment data

Feedback student and teacher

Person Responsible

DONNA DRISDOM

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Student work sample Progress monitoring data Teacher assessment Gradebook

G1.B2.S2 Teachers will develop guided collaborative activities for students engaging them in the academic vocabulary and identifying text- support in complex text. 4



Strategy Rationale

Engaging students in guided collaborative discussion and activities allows students to use academic language with each other allowing for teacher facilitation and authentic student participation.

Action Step 1 5

Model teachers conduct mini PD on various Kagan, CRISS, and other research-based strategies for authentic engagement, collaboration, and text analysis.

Person Responsible

DONNA DRISDOM

Schedule

Monthly, from 8/24/2014 to 6/5/2015

Evidence of Completion

Sign in sheets CWT/Observations Lesson Plans Follow Up Activities Teacher reflection/ feedback

Action Step 2 5

Department and grade level PLCs will develop collaborative content-specific lessons incorporating activities to assess students knowledge of content standards and incorporating literacy standards requiring students to write to respond using cited textual-evidence appropriately within the performance task.

Person Responsible

Tammy Epperson

Schedule

Monthly, from 12/15/2014 to 6/5/2015

Evidence of Completion

PLC lesson plan

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

CWT/Observations
feedback teacher and student
Lesson Plans

Person Responsible

DONNA DRISDOM

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Student work samples

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

Student work samples
CWT/Observations
Progress monitoring data
Teacher made assessment

Person Responsible

DONNA DRISDOM

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Sign in Sheets Progress monitoring data Teacher made assessment

G1.B3 Engaging students in thinking critically while reading, writing, &/or understanding content area curriculum 2

 B149353

G1.B3.S1 Teacher will develop activities requiring students to use error analysis, justification, inquiry-based processes, and other higher order thinking strategies while reading, solving problems, and writing across all curricular areas. 4

 S161205

Strategy Rationale

Incorporating higher cognitive processes requiring students to critically think and analyze material creates a true student-learning environment.

Action Step 1 5

In PLC planning, teachers will develop lessons requiring how and why questioning, summarization, probing questions, predictions and inference, and other various activities aligned with Webb Depth of Knowledge.

Person Responsible

DONNA DRISDOM

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Lesson Plans Sign in sheets Student Work Samples Teacher reflection/feedback

Action Step 2 5

Teachers will implement PLC lesson where students are challenged with activities aligned with higher order thinking in accordance with Webb's Depth of Knowledge.

Person Responsible

DONNA DRISDOM

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Lesson Plan Student work samples CWT/Observations Feedback student and teacher

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

Lesson Plan
CWT/Observation

Person Responsible

DONNA DRISDOM

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Student work sample

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

Teacher made assessment data
progress monitoring data
student work samples

Person Responsible

DONNA DRISDOM

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Student work samples gradebook progress monitoring data

G1.B4 Instructional delivery of lessons utilizing engagement strategies and tools 2

 B149354

G1.B4.S1 Teachers will participate in professional learning about lesson development and implementation that includes strategies designed to engage students in authentic learning. 4

 S161206

Strategy Rationale

Engaging students in authentic learning will result in improved student performance.

Action Step 1 5

Teachers will use PD 360 to view and respond to professional learning about authentic engagement.

Person Responsible

DONNA DRISDOM

Schedule

Quarterly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Reflection and follow up with PD 360

Action Step 2 5

Teachers will participate in a Differentiated Instruction book study professional development to improve the authentic student-centered culture within their classrooms to engage various types of learners.

Person Responsible

Tammy Epperson

Schedule

Weekly, from 2/10/2015 to 6/5/2015

Evidence of Completion

Teacher feedback Meeting Sign in sheets Teacher artifacts Classroom walk-throughs

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

CWT/ Observation

Person Responsible

DONNA DRISDOM

Schedule

Quarterly, from 9/8/2014 to 6/5/2015

Evidence of Completion

student work samples Reflection and Follow up Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Progress Monitoring Data
Teacher made assessments

Person Responsible

DONNA DRISDOM

Schedule

Quarterly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Progress monitoring data

G1.B5 Effective use and regular analysis of individual student data to design and differentiate instruction 2

 B149355

G1.B5.S1 Teachers will review and disaggregate student data throughout year to identify student-specific academic challenges and develop differentiated lessons focused on the academic needs of students. 

 S161207

Strategy Rationale

Differentiating the instruction related to student academic data provides focused instruction resulting in improved student proficiencies and performance.

Action Step 1 5

Professional development and support within PLC focusing on analyzing student performance data

Person Responsible

DONNA DRISDOM

Schedule

Quarterly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Teacher documentation of student data

Action Step 2 5

Provide teachers with knowledge and access to progress monitoring data, content-area and literacy standards, access to test specifications and rubrics for standardized assessments, and curriculum resources to utilize when developing instructional units.

Person Responsible

Tammy Epperson

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Teacher resource binders Teacher lesson plans Evaluative and non-evaluative observation feedback Coaching follow up

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Documentation of student data

Person Responsible

DONNA DRISDOM

Schedule

Quarterly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Teacher portfolio of quarterly student data

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Non-Evaluative and Evaluative Classroom Observations

Person Responsible

DONNA DRISDOM

Schedule

Monthly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Lesson Plans Classroom observation

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Review of student progress monitoring data

Review of Gradebook

Specific and timely feedback

Person Responsible

DONNA DRISDOM

Schedule

Quarterly, from 10/20/2014 to 6/5/2015

Evidence of Completion

Student progress monitoring data Gradebooks Student Work Samples

Appendix 1: Implementation Timeline

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

Polk - 1771 - Lakeland Highlands Middle Schi - 2014-15 SIP
Lakeland Highlands Middle School

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	Teachers will participate in rolling professional development and PLC planning focusing on standards-based instruction, complexities of content standards, and common assessments.	DRISDOM, DONNA	8/11/2014	Lesson Plans/PLC participation CWT/ Observations Teacher Assessment data Progress monitoring data Teacher reflection/feedback	6/5/2015 monthly
G1.B2.S1.A1	Teachers will participate in CISM and DBQ training and/or refresher training.	DRISDOM, DONNA	8/25/2014	Sign in sheets PD follow up	6/5/2015 annually
G1.B2.S2.A1	Model teachers conduct mini PD on various Kagan, CRISS, and other research-based strategies for authentic engagement, collaboration, and text analysis.	DRISDOM, DONNA	8/24/2014	Sign in sheets CWT/Observations Lesson Plans Follow Up Activities Teacher reflection/feedback	6/5/2015 monthly
G1.B3.S1.A1	In PLC planning, teachers will develop lessons requiring how and why questioning, summarization, probing questions, predictions and inference, and other various activities aligned with Webb Depth of Knowledge.	DRISDOM, DONNA	8/25/2014	Lesson Plans Sign in sheets Student Work Samples Teacher reflection/ feedback	6/5/2015 weekly
G1.B4.S1.A1	Teachers will use PD 360 to view and respond to professional learning about authentic engagement.	DRISDOM, DONNA	9/8/2014	Reflection and follow up with PD 360	6/5/2015 quarterly
G1.B5.S1.A1	Professional development and support within PLC focusing on analyzing student performance data	DRISDOM, DONNA	9/8/2014	Teacher documentation of student data	6/5/2015 quarterly
G1.B1.S1.A2	Teachers will develop standards based lessons and assessments designed to instruct and evaluate student learning of standards at complex levels of understanding using Webb's Depth of Knowledge.	DRISDOM, DONNA	8/25/2014	Lesson Plans CWT/Observations Teacher Assessment data Progress monitoring data Teacher reflection	6/5/2015 monthly
G1.B2.S1.A2	Teachers will develop CISM lessons in content areas.	DRISDOM, DONNA	8/25/2014	Lesson Plans Sample Student Work Conference with teacher and student	6/5/2015 monthly
G1.B2.S2.A2	Department and grade level PLCs will develop collaborative content-specific lessons incorporating activities to assess students knowledge of content standards and incorporating literacy standards requiring students to write to respond using cited textual-evidence appropriately within the performance task.	Epperson, Tammy	12/15/2014	PLC lesson plan	6/5/2015 monthly
G1.B3.S1.A2	Teachers will implement PLC lesson where students are challenged with activities aligned with higher order thinking in accordance with Webb's Depth of Knowledge.	DRISDOM, DONNA	8/25/2014	Lesson Plan Student work samples CWT/Observations Feedback student and teacher	6/5/2015 monthly
G1.B4.S1.A2	Teachers will participate in a Differentiated Instruction book study professional development to improve the authentic student-centered culture within their classrooms to engage various types of learners.	Epperson, Tammy	2/10/2015	Teacher feedback Meeting Sign in sheets Teacher artifacts Classroom walk-throughs	6/5/2015 weekly
G1.B5.S1.A2	Provide teachers with knowledge and access to progress monitoring data, content-area and literacy standards, access to test specifications and rubrics for standardized assessments, and curriculum resources to utilize when developing instructional units.	Epperson, Tammy	8/25/2014	Teacher resource binders Teacher lesson plans Evaluative and non-evaluative observation feedback Coaching follow up	6/5/2015 monthly
G1.MA1	CWT and Observations Progress monitoring data	DRISDOM, DONNA	8/25/2014	Documentation from observations Progress Monitoring Results Student Work Samples	6/5/2015 quarterly

Polk - 1771 - Lakeland Highlands Middle Schi - 2014-15 SIP
Lakeland Highlands Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	Data from Progress monitoring Data from Teacher assessment Data from gradebook Teacher reflection/feedback	DRISDOM, DONNA	8/25/2014	Lesson Plans Progress Monitoring Reports Grade Book Student work samples CWT/Observation feedback	6/5/2015 monthly
G1.B1.S1.MA1	Conduct focused CWT and observations Review of lesson plans and assessments Sign in sheets for PD Teacher Feedback	DRISDOM, DONNA	8/25/2014	Documented observations Lesson Plans and Assessments Progress Monitoring Data PD sign in sheets and follow up	6/5/2015 monthly
G1.B2.S1.MA1	Progress monitoring data Teacher assessment data Feedback student and teacher	DRISDOM, DONNA	8/25/2014	Student work sample Progress monitoring data Teacher assessment Gradebook	6/5/2015 monthly
G1.B2.S1.MA1	CWT/Observations Lesson Plan review Teacher reflection/feedback	DRISDOM, DONNA	8/25/2014	Student work sample	6/5/2015 monthly
G1.B3.S1.MA1	Teacher made assessment data progress monitoring data student work samples	DRISDOM, DONNA	8/25/2014	Student work samples gradebook progress monitoring data	6/5/2015 quarterly
G1.B3.S1.MA1	Lesson Plan CWT/Observation	DRISDOM, DONNA	8/25/2014	Student work sample	6/5/2015 quarterly
G1.B4.S1.MA1	Progress Monitoring Data Teacher made assessments	DRISDOM, DONNA	10/6/2014	Progress monitoring data	6/5/2015 quarterly
G1.B4.S1.MA1	CWT/ Observation	DRISDOM, DONNA	9/8/2014	student work samples Reflection and Follow up Lesson Plans	6/5/2015 quarterly
G1.B5.S1.MA1	Review of student progress monitoring data Review of Gradebook Specific and timely feedback	DRISDOM, DONNA	10/20/2014	Student progress monitoring data Gradebooks Student Work Samples	6/5/2015 quarterly
G1.B5.S1.MA1	Documentation of student data	DRISDOM, DONNA	9/8/2014	Teacher portfolio of quarterly student data	6/5/2015 quarterly
G1.B5.S1.MA3	Non-Evaluative and Evaluative Classroom Observations	DRISDOM, DONNA	9/8/2014	Lesson Plans Classroom observation	6/5/2015 monthly
G1.B2.S2.MA1	Student work samples CWT/ Observations Progress monitoring data Teacher made assessment	DRISDOM, DONNA	8/25/2014	Sign in Sheets Progress monitoring data Teacher made assessment	6/5/2015 quarterly
G1.B2.S2.MA1	CWT/Observations feedback teacher and student Lesson Plans	DRISDOM, DONNA	8/25/2014	Student work samples	6/5/2015 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. Teachers design and implement effective lessons to engage students in rigorous tasks aligned with the Florida Standards incorporating the full intent of the standards in all content areas and cross content areas focusing on student learning throughout instructional time.

G1.B1 Knowledge and authentic understanding of level of rigor in standards

G1.B1.S1 Administrators and Teachers participate in professional learning and collaborate within PLCs to learn how to breakdown standards and identify activities and assessments to teach standards to level of rigor expected for student performance.

PD Opportunity 1

Teachers will participate in rolling professional development and PLC planning focusing on standards-based instruction, complexities of content standards, and common assessments.

Facilitator

Assistant Principal Academic Dean Model Teacher

Participants

All content area teachers

Schedule

Monthly, from 8/11/2014 to 6/5/2015

G1.B2 Lack of exposure and engagement with long, complex texts across the content areas and writing about what text they're reading using text-based evidence

G1.B2.S1 Teachers will utilize the CISM and the DBQ model of instruction to engage students in critical thinking using complex text requiring textual evidence and support in extended writing activities.

PD Opportunity 1

Teachers will participate in CISM and DBQ training and/or refresher training.

Facilitator

Assistant Principal Academic Dean Model Teacher

Participants

All content area teachers

Schedule

Annually, from 8/25/2014 to 6/5/2015

G1.B2.S2 Teachers will develop guided collaborative activities for students engaging them in the academic vocabulary and identifying text- support in complex text.

PD Opportunity 1

Model teachers conduct mini PD on various Kagan, CRISS, and other research-based strategies for authentic engagement, collaboration, and text analysis.

Facilitator

Model Teachers

Participants

All content areas

Schedule

Monthly, from 8/24/2014 to 6/5/2015

PD Opportunity 2

Department and grade level PLCs will develop collaborative content-specific lessons incorporating activities to assess students knowledge of content standards and incorporating literacy standards requiring students to write to respond using cited textual-evidence appropriately within the performance task.

Facilitator

Model Teachers/AP

Participants

All Elective/ELA/Reading/Science/Social Science teacher

Schedule

Monthly, from 12/15/2014 to 6/5/2015

G1.B4 Instructional delivery of lessons utilizing engagement strategies and tools

G1.B4.S1 Teachers will participate in professional learning about lesson development and implementation that includes strategies designed to engage students in authentic learning.

PD Opportunity 1

Teachers will use PD 360 to view and respond to professional learning about authentic engagement.

Facilitator

Assistant Principal Academic Dean Model Teacher

Participants

all content areas

Schedule

Quarterly, from 9/8/2014 to 6/5/2015

PD Opportunity 2

Teachers will participate in a Differentiated Instruction book study professional development to improve the authentic student-centered culture within their classrooms to engage various types of learners.

Facilitator

D. Drisdome/T.Epperson/Dr. Tillman

Participants

all content area teachers

Schedule

Weekly, from 2/10/2015 to 6/5/2015

Technical Assistance Items

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

G1. Teachers design and implement effective lessons to engage students in rigorous tasks aligned with the Florida Standards incorporating the full intent of the standards in all content areas and cross content areas focusing on student learning throughout instructional time.

G1.B5 Effective use and regular analysis of individual student data to design and differentiate instruction

G1.B5.S1 Teachers will review and disaggregate student data throughout year to identify student-specific academic challenges and develop differentiated lessons focused on the academic needs of students.

PD Opportunity 1

Professional development and support within PLC focusing on analyzing student performance data

Facilitator

Assistant Principal Academic Dean Network Manager Technology Coach

Participants

All Teachers

Schedule

Quarterly, from 9/8/2014 to 6/5/2015

Budget Rollup

Summary	
Description	Total
Grand Total	0