

Orange County Public Schools

Lakeview Middle



2015-16 School Improvement Plan

Lakeview Middle

1200 W BAY ST, Winter Garden, FL 34787

www.ocps.net/lc/west/mla

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	64%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	66%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	B	B	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Orange 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	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 lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

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

Lakeview Middle School encourages teachers to build relationships in all classes with extended relationships supported through character education, data chats and life skill lessons. Teachers conduct a variety of opportunities for extracurricular activities that allow bonding experiences. Teachers engage students in activities designed specifically to gather information and understanding about the students' backgrounds, interests, and cultures within the classroom. Teachers utilize the activities to launch discussions about what it means to be respectful, responsible, resourceful and engaged. This leads to instruction in the CHAMPS Model for success.

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

Lakeview Middle School is using the CHAMPS model to communicate expectations to students. To support this model, adult supervision is provided before, during and after school. A Speak-Out box is provided for students to anonymously leave any concerns. Speak Out boxes are available in the media center and outside the deans' offices. Our school resource officer is available on campus throughout the day.

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

The school-wide behavioral system in place is CHAMPS throughout classrooms and common areas. Additionally, teachers and administration implement a positive behavior support system (PBS) to reinforce the CHAMPS system and positive behavior. Lakeview Middle School implements the CHAMPS model to communicate expectations to students and it is supported by adult supervision provided before, during and after school. Lakeview Middle School holds student grade level meetings each quarter of the school year to ensure that all students understand the Orange County Code of Student Conduct and school expectations. Additionally, all students sign an acknowledgment form as evidence that they have reviewed the OCPS Code of Student Conduct.

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

Lakeview Middle School has guidance counselors for each grade level who are on campus to handle all SAFE concerns. Grade level guidance counselors provide access to services that support families financially, socially and emotionally. Lakeview Middle School supports a donated supply closet of

toiletries, clothing and school supplies for families in need. The guidance counselors meet with students to discuss their academic, as well as social-emotional needs to provide encouragement and support. The Multi-Tiered System of Supports (MTSS) is in place to ensure struggling students receive timely academic and behavioral interventions and are monitored for improvement in those areas. Additionally, our Going the Extra Mile (GEM) Program targets struggling learners and pairs them with adults who serve as mentors who meet regularly with the students to set goals, review achievement data, and track and monitor their progress throughout the school year.

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

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
2. One or more suspensions, whether in school or out of school.
3. Course failure in English Language Arts or Mathematics.
4. A level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics.

See below for strategies that support the early warning systems.

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	36	26	31	93
One or more suspensions	55	32	45	132
Course failure in ELA or Math	16	5	23	44
Level 1 on statewide assessment	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	21	11	22	54

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

Attendance below 90 percent, intervention strategies could include:

- 1) parent conference
- 2) attendance contract
- 3) before school tutoring
- 4) referral to social worker
- 5) ACST (A Child Study Team) meeting

Receive one or more suspensions, strategies could include:

- 1) referral to the grade level counselor;
- 2) a SAFE referral

- 3) counseling by an outside agency
- 4) counseling by the school guidance counselors
- 5) an assigned mentor through our mentoring program, Going the Extra Mile (GEM)
- 6) behavior contract
- 7) behavior support plan
- 8) behavior intervention plan
- 9) before school tutoring
- 10) involvement of social worker

Have early indicators of course failure on common assessments in reading or math, intervention strategies could include:

- 1) assignment to an intensive class to focus on needed skills
- 2) before school tutoring
- 3) after school tutoring
- 4) during school tutoring
- 5) an academic contract with student goal sheet

An improvement plan is established for students who exhibit two or more of the early warning indicators. Some of the interventions outlined above, along with the involvement of the student and the parents are implemented. The intervention plan is monitored on a regular basis and adjusted as needed to support success.

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

Each quarter, Lakeview Middle School will host a content related curriculum fair in an effort to keep our parents and other stakeholders informed about the various programs and projects that are leading our students toward mastery of the standards in their respective courses. We also host spirit nights to build positive relationships with families and increase their involvement. Meeting and event dates are always posted well in advance and most activities have participation incentives attached. We also communicate our efforts via weekly "E-blasts," weekly electronic community briefs that are delivered to families and businesses, weekly Connect Orange phone/email messages, PTSO, Facebook, and our school website which is updated with the latest information from our school and district at large. All of these actions are in place to allow time for schedule adjustments and increase the probability of higher levels of support from all stakeholders.

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

Lakeview Middle School has assigned a Partner In Education (PIE) coordinator who, along with administrators, secures reciprocal partnerships with local businesses that provide resources for the school throughout the year. Partnership referrals are made by teachers, administrators and the PIE coordinator who actively seek new partners to support education and Lakeview Middle School. Partners

support the school through activities such as spirit nights, donations of student and teacher incentives and volunteer hours. In return, students perform at local businesses, prepare written thank you notes, and the school gives partners regular recognition through the school's newsletter, marquee and website.

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:

Name	Title
Adams, Athena	Principal
Ryner, Robert	Assistant Principal
Moss, Sidney	Assistant Principal
Taylor, Brigitte	Instructional Coach
DeWitte-Vogt, Ursula	Instructional Coach
Scott, Gerald	Dean
Bergdahl, Kathryn	Guidance Counselor
Lynn, Sally	Instructional Coach
Shavers, La'Shoshia	Dean

Duties

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

Dr. Athena Adams - Principal:

- Accountable for the total school program
- All components of academic programs
- Attend leadership team meetings & department PLCs
- Budget allocations and expenditures
- Campus supervision
- Coordinate district resources
- Extracurricular programs
- Curriculum development
- Employment, assignments and supervision of instructional and non-instructional personnel
- Faculty/Staff Handbook
- Instructional and non-instructional observations/assessments
- Internal accounts receipts and expenditures
- Preplanning
- Program evaluation
- School Advisory Council
- School Improvement Plan implementation
- School marketing and public relations
- School-community relations (coordinate PTSO with school)
- Staff duty assignments and supervision
- Supervise technology and safe teams
- Teacher certification
- Teaching and learning (instructional leadership)
- Use daily walk-through classroom supervision to encourage effective teaching

-Visits all classrooms at regular intervals in order to observe and support instructional activities and observe students' progress

Bob Ryner – Assistant Principal of Instruction (API):

-Administrative responsibility for the school in the absence of the principal

-Coordinate FTE procedures, 10 day counts and opening day

-End of the year procedures inventory, staff check-out

-Faculty Handbook

-Guidance/data processing liaison

-Instructional observations and evaluations, assessment orientation, informal and formal observations, deliberate practice plans and final assessments

-Lunchroom supervision

-Oversee clubs and organizations

-Oversee grade recovery

-Oversee new hires/mentor assignments

-Oversee technology program

-POI school representative

-Preparation and management of the school master schedule

-Pre-planning and opening day procedures

-Progress reports and report cards

-Records retention procedures

-School Advisory Council

-School picture schedule

-SMS, ProgressBook, EDW (attendance, grading)

-Student services

-Coordinate district resource personnel

-Supervise ESE program, teacher assistance and compliance

-Supervise ESOL program, teacher assistance and compliance

-Supervise student registration and registrar

-Feeder transitions (records, orientation, communication, liaison, etc.)

-Supervise testing

-Visits all classrooms at regular intervals in order to observe and support instructional activities and observe students' progress

Dr. Sidney Moss – Assistant Principal:

-Administrative responsibility for the school during the absence of the principal

-Assist principal with SAC

-Assist with planning, organization and management of PASS program, develop plan for academic components (assignments, SuccessMaker, etc.)

-Assist with student activities, CHAMPS, intramural sports, community, etc.

-Athletics duty assignments, athletic director administrative contact

-Community resource coordinator

-Coordinate 8th grade day, social and end of the year events

-Coordinate and maintain duty schedules and assignments

-Coordinate community and business relations, establish and maintain community partnerships

-Data management and progress monitoring for 8th grade maintenance of data notebook; facilitate progress monitoring meetings

-Emergency procedures - fire drills, tornado/severe weather drills and campus emergency plan

-End of the year procedures, supervision and safety

-Expulsion and second chance schools coordinator, students assignments and level 4 meetings

-Grants coordinator

-Lunchroom supervision

-Magnet program, student assignments, parent contact, recruitment

-Property custodian

- School-wide behavior intervention plan, classroom management techniques, school-wide discipline

- School SAFE plan
- Student handbooks
- Student incentives
- Summer school coordinator
- Transportation
- Supervision of custodians
- Textbooks and materials inventory
- Visits all classrooms at regular intervals in order to observe and support instructional activities and observe students' progress

La'Shosha Shavers – 6th Grade Dean:

- Assist with SIP
- Grade level administrator dean
- Date management and progress monitoring for 6th grade, maintenance of date notebook, facilitate progress monitoring meetings
- General campus supervision, security, safety
- Student discipline - grade 6 and ESE
- Student Code of Conduct reviews
- Bus supervision/Discipline
- Wednesday school coordinator
- Lunchroom supervision – grade 6
- Implement and coordinate SAFE program
- After school program coordinator, course design and description, hiring and evaluations, materials and resources
- Student activities coordinator (clubs, etc)
- Crisis Management Plan
- Staff development of SAFE needs
- Peer Mediation
- Bullying prevention program
- SAFE program
- ADDitions/PIE coordinator
- Assist with community and business relations
- Group/individual conferences with grade level students assigned to PASS
- Substitute coordinator
- Conference with students returning from suspension
- Visit all classrooms at regular intervals in order to observe and support instructional activities and observe students' progress and needs

Gerald Scott – 7th Grade Dean:

- Data management and progress monitoring for 7th grade, maintain data notebook, facilitate progress monitoring meetings
 - General campus supervision, security, safety,
 - Student discipline – grade 7 and ESE
 - Grade level administrator dean
 - Field trip coordinator
 - Lunchroom supervision
 - Perimeter safety, parking issues
 - PTSO designee
 - School SAFE Plan
 - Student Code of Conduct reviews
 - Visits all classrooms at regular intervals in order to observe and support instructional activities and observe students' progress
- Brigitte Taylor – Literacy Coach:
- AR and Reading Counts
 - Assist principal with mid-year and end of the year program evaluation

- Assist Reading & LA teachers with standards-based instruction
- Common assessments
- Coordinate PLCs for the Reading & LA Department
- FSA ELA preparations
- Instructional leader for all aspects of reading, language arts programs and school-wide interdisciplinary implementation of Balance Literacy Program
- Materials and resources
- Parent involvement
- Placement, scheduling, grouping and progress monitoring
- Lexile assessment
- Reading program or extended time programs (21st Century, summer school)
- School Improvement Plan / SAC
- Small group instruction
- Reading/ELA staff development
- Visits all classrooms at regular intervals in order to observe and support instructional activities and observe students' progress

Sally Lynn – Staffing Specialist:

- Assist in the planning and implementation of professional development
- Exceptional Education compliance
- Assist teachers with the assessment of individual students, when necessary
- Assist the administration with student placement
- Confer with school administrators, instructional personnel, and parents regarding exceptional education policies and procedures
- ELL compliance
- Participate in all planning conferences and staffings
- Serve as liaison between parents and school personnel for interpretation of district, state and federal ESE/ELL guidelines
- Visits all classrooms at regular intervals in order to observe and support instructional activities and observe students' progress and needs

Katie Bergdahl, Lead Guidance Counselor:

- Assist with new student orientation
- Assist with school-wide testing
- Attend parent/teacher conferences for grade level as requested
- College and career readiness
- Coordinate Red Ribbon Week
- Follow developmental guidance program format
- Follow-up on all grade level referrals to guidance
- Group/individual conferences with grade level students assigned to AC/PASS
- Homeless liaison
- Monitor student progress for grade level
- Multi-Tiered Systems of Support (MTSS) coordinator
- Register all students assigned to grade level, including summer school
- Responsible for all guidance functions for grade level
- SAFE program
- Career planning
- 504 coordinator
- School transition
- Supervisory duties as assigned on campus

Ursula DeWitte-Vogt – Learning Resource Specialist:

- Assist principal with the selection of instructional materials
- Assist with school newsletter
- CELLA, EOC and FSA preparations
- Crisis Management Plan

- Data management and progress monitoring, maintenance of Data Notebook, facilitate progress monitoring
- Induction program
- Informal teacher observations
- Florida Continuous Improvement Model (FCIM)
- Professional development coordinator
- School Advisory Council contact
- School Improvement Plan
- Student incentives and recognition
- Summer institute planning and organization
- Tutors and interns
- Visit all classrooms at regular intervals in order to observe and support instructional activities and observe students' progress and needs
- Work with teachers to improve instructional practices

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 process at Lakeview Middle School is a collaborative effort between the MTSS leadership team and the teachers in order to provide tier 2 and tier 3 interventions so all students will succeed. The MTSS leadership team will meet monthly. The team will participate in the following activities: review universal screening data, review all findings and outcomes from PLC meetings and link research-based instructional decisions. Furthermore, teachers are expected to review progress monitoring formative and summative data at the grade level and classroom level to identify students who are meeting/exceeding standards as well as identify those students who are at moderate or high risk for not meeting standards. The PLCs will collaborate weekly, problem solve, share effective practices, evaluate implementation and make decisions regarding appropriate interventions. These teams then report findings and outcomes to the MTSS leadership team. If additional support is needed, the MTSS leadership team provides additional support.

Administration and support staff will provide a common vision for the use of data-based decision making and will ensure that the school-based team is implementing MTSS appropriately. Guidance counselors are grade level MTSS coaches for their respective grade levels. They will assist in developing a plan using the school's MTSS resources, student tracking forms and provide information to the team regarding tier 1, 2 and 3 interventions and materials, as well as assist in the development of behavior support systems and accountability cards. A qualified general education teacher will provide core instruction, participate in student data collection, deliver tier 1 instruction/intervention and collaborate with other support and instructional staff to implement tier 2 interventions. The Staffing Specialist/CCT, LRS and guidance counselors will participate in student data collection and oversee instructional activities, materials and interventions used for tier 3 instruction.

School-wide supports ensure quality tier 1 instruction. The target is that 80% of all Lakeview Middle School students will be successful at tier 1. These school-wide supports include guidance on the OCPS K-12 Literacy Plan, facilitate and support formative and summative data collection, assist in data analysis, and provide professional development to teachers through a variety of structures. The math department chair will provide guidance on the district's math curriculum and the Florida State Standards. The LRS will also act as a resource for instructional materials as well as facilitate and support formative and summative data collection. Additionally, the LRS will model and provide feedback on research-based, high yield, differentiated instructional practices.

School improvement plan funds may be used to defray the cost of intervention materials, after school reading and math tutoring, FSA Saturdays, substitutes for staff development and costs associated with professional development.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Athena Adams	Principal
Ursula DeWitte-Vogt	Education Support Employee
Gerald Scott	Education Support Employee
Bridgette Taylor	Education Support Employee
Lynne Croteau	Parent
Jennifer Seachrist	Teacher
Karen Jones	Business/Community
Waitze Mah	Parent
Kernicia Kevo	Parent
Lauranette Ramos	Teacher
Wynetta Norton	Parent
Janira Teal	Parent
Joelynn Moses	Parent
Wilma Wright	Parent
Jane Daffron	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

Lakeview Middle School SAC reviewed the implementation of the SIP throughout the school year. The first SAC meeting in 2015-2016 will include a final review of the data from 2014-2015 and a review of the proposed SIP for 2015-2016. The review will include a determination to continue what worked well in 2014-2015 and eliminate, modify, or enhance what did not work well in order to improve student achievement.

Development of this school improvement plan

The School Advisory Council (SAC) is composed of the principal and a balanced number of elected teachers, education support employees, students, and parents, along with appointed business and community people, who are representative of the ethnic, racial, and economic community served by the school.

The School Advisory Council, or SAC, is a group of people whose primary purpose is to assist the principal in developing a school improvement plan and evaluating the results of the plan in order to help students achieve

success. The efforts of the SAC are always focused on improving student achievement.

The SAC offered suggestions and ideas for changes to the proposed strategies and barriers listed in the SIP.

Preparation of the school's annual budget and plan

The SAC reviews the proposed budget in the Spring for the upcoming year and then again in the fall meetings of that year. The SAC participates in development of the SIP at the end of the school year and then finalizes the approval of the plan for that year in one of the initial meetings of the year.

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

Lakeview Middle School SIP funds transferred over to the 2015-2016 budget.

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

The meeting is scheduled for October 2015.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Adams, Athena	Principal
Taylor, Brigitte	Instructional Coach
Moss, Sidney	Assistant Principal
DeWitte-Vogt, Ursula	Instructional Coach
Ryner, Robert	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team's vision is to make reading the centerpiece of every classroom. Lakeview Middle provides continuous instructional support and guidance for literacy and reading instruction across all subject areas.

Targeted professional development will be delivered in:

Marzano's Instructional Practices - Super 7 Elements with Deliberate Practice

Rigor in Differentiated Curriculum/Learning Stations

ELA/Literacy - Academic Vocabulary

The LLT will strive to make literacy the forefront of student learning. Each content area will sponsor a curriculum night to highlight strategies and activities for school to home connections. The school will also develop model/demonstration classrooms, use data to analyze the effectiveness of instruction and redesign instruction, and provide resources to meet student learning and intervention needs. Additionally, the LLT will monitor and support the implementation of Florida Standards and research-based strategies in PLCs and through school-wide initiatives that promote literacy.

The LLT will provide: Research-based reading strategies to be integrated into all core and elective content area instruction. Teachers strive to increase the amount of non-fiction, print-rich materials in core classes. Close Reading instruction and support for all teachers is provided to support with the implementation of effective reading strategies.

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

At Lakeview Middle School scheduling is arranged so that teachers of similar subjects and grade levels have common planning time for PLC and department meetings. Positive relationships are modeled by the administrative team. Each week a teacher passes "The Rock" to a colleague who has exemplified solid character and strength in supporting students and staff.

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

Professional development is based on data of classroom walk-throughs by administrators and instructional coaches. New teachers are supported by a team, a department, and the LRS and/or instructional coach. Teachers are engaged in professional development through a professional learning community (PLC) and during monthly professional development sessions. Teachers with non-education majors on temporary certification receive training through the district's Professional Development Certification Program (PDCP), and all teachers new to our school are paired with a veteran teacher for day-to-day guidance and support.

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

Teacher Mentoring Program
2015-2016

Individual mentors are assigned to first and second year teachers at Lakeview Middle School. These mentors commit to meeting weekly as part of the PLC process and quarterly with the Learning Resource Specialist. In addition, mentors are available as needed for ongoing, individual support and direction.

Mentor Name: Marta Anderson

Mentee Assigned: Michael Epp

Rationale for Pairing: Mr. Epp is a second-year 6th-grade math teacher. Mr. Epps will be mentored by veteran teacher, Ms. Anderson, who has experience in teaching Math 180, exceptional education, and general education math at the middle school level.

Mentor Name: Tyrone Adams

Mentee Assigned: Tyler Gray

Rationale for Pairing: Mr. Gray is a second-year teacher of physical education. Mr. Adams will be mentored by Coach Adams, a veteran physical education teacher with experience teaching PE within a middle school population.

Mentor Name: Lesley Graham

Mentee Assigned: Damien Seepersad

Rationale for Pairing: Mr. Seepersad is a second year 7th-grade science teacher. Mr. Seepersad will be mentored by Mrs. Graham, the co-chair for the science department and veteran teacher.

Mentor Name: Ms. Poillion-Workman

Mentee Assigned: Erica Lawson

Rationale for Pairing: Ms. Lawson is a 7th and 8th grade science teacher with less than three years in teaching, so she will be mentored by a veteran science teacher with experience teaching science, including gifted, at the middle school level.

Mentor Name: Tina Cappabianca

Mentee Assigned: Julia Taylor

Rationale for Pairing: Ms. Taylor is a first-year reading teacher. Ms. Taylor will be mentored by Ms. Cappabianca, a veteran teacher with experience in reading.

Mentor Name: Sharon Sales

Mentee Assigned: Victoria Hladick

Rationale for Pairing: Mrs. Hladick is a returning reading teacher after a 3 year hiatus. Mrs. Hladick will

be mentored by Mrs. Sales who is a current reading teacher and proficient in the reading programs Ms. Hladick is teaching.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

Instructional Strategies

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

The MTSS leadership team will meet regularly to analyze data. Teachers and administrators will meet once a month analyzing academic and behavioral data. School coaches will use the data to support teachers in developing differentiated instruction activities. Students requiring additional intervention will be offered before and after school tutoring beginning in September for reading and October for math. Deans will use the data to develop appropriate behavior interventions shared and tracked by each student's teacher.

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: Before School Program

Minutes added to school year: 10,200

Morning tutoring is offered to all students in all subjects every morning from 7:30 to 8:30.

Strategy Rationale

Morning tutoring is provided for students who are without computer access at home. Students are able to complete assignments in required online programs,

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Moss, Sidney, sidney.moss@ocps.net

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

Formative data will be collected. Program data on specific students will be monitored to ensure effectiveness of the tutoring program.

Strategy: After School Program

Minutes added to school year: 24,300

Academic activities that target deficiencies in reading in 90 minute blocks on Mondays and Tuesdays.

Strategy Rationale

Data revealed that student achievement in reading is below proficiency; the program provides extended time for reading instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Taylor, Brigitte, brigitte.taylor@ocps.net

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

Students will be monitored by formative measures such as fluency timings. Data from Performance Matters will be used for additional monitoring of reading performance. Reading program data will be analyzed on a bi-weekly basis.

Strategy: After School Program

Minutes added to school year: 12,150

Academic activities that target deficiencies in math in a 90-minute block on Thursday.

Strategy Rationale

Data revealed that student achievement is below proficiency; the program provides extended time for math instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Ryner, Robert, robert.ryner@ocps.net

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

Students will be monitored by formative measures such as curriculum assessments. Data from Performance Matters will be used for additional monitoring of math performance.

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

Lakeview Middle School meets with the incoming 6th graders in the spring of their 5th grade year in order to provide them information about the school and gather information about their interests. Lakeview Middle School Leadership Team meets regularly with the West Orange and Ocoee High School feeder schools to ensure a successful transition for students to begin their high school career.

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

AVID is a initiative designed to prepare students in the academic middle for college eligibility. It has a proven track record of bringing out the best in students and closing the achievement gap by providing additional support and strategies. Lakeview Middle School AVID students participate in college visits at each grade level to increase student awareness and create a college-going culture.

Lakeview Middle School participates annually in Teach-In to provide students with exposure to a wide range of careers in a more personal manner.

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

Students are offered the Introduction to Information Technology course in which they gain opportunity to earn the CIW Internet Business Associate (IBA) certification. This course prepares students to work effectively in today's business environment. Students gain a wealth of knowledge involving various web technology job roles, and the skills and technologies required to perform in these specific career fields. The career opportunities that require these common web-based skills are vast.

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

Lakeview provides CTE course for eighth grade students as an elective. These courses are highly encouraged for all students to participate in.

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** Improve academic student achievement by utilizing the Florida standards, Instructional Framework, and Florida Continuous Improvement Model. (Division Priority: Accelerate Student Performance)

- G2.** Student achievement will increase with the implementation of MTSS process. (Division Priority: Narrow achievement gaps)

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. Improve academic student achievement by utilizing the Florida standards, Instructional Framework, and Florida Continuous Improvement Model. (Division Priority: Accelerate Student Performance) 1a

G072935

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	80.0
AMO Math - All Students	80.0
Algebra I FSA EOC Pass Rate	95.0
Civics EOC Pass	75.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Becoming a Reflective Teacher (Marzano), Coaching Classroom Instruction (Marzano)
- Literacy Leadership Team
- OCPS Measurement Topic Plans and lesson plan template to facilitate discussions that will increase rigor
- Reading 180, Achieve 3000, Systems 44
- Math: Math 180 Intensive Math classes, Khan Academy, Pearson, Holt-McDougal, Algebra Nation
- Professional Development
- Core Connections
- SpringBoard

Targeted Barriers to Achieving the Goal 3

- Teachers have difficulty developing learning goals, targets, and activities that are aligned to the standard.

Plan to Monitor Progress Toward G1. 8

Analysis of formative assessment data, OC Writes data, SRI, Read 180, Achieve 3000, Systems 44, and Math 180. Regular lesson plan checks and classroom observations will verify that lessons taught consistently match the district's scope and sequence and aligned to the standards incorporating the Super 7 strategies.

Person Responsible

Athena Adams

Schedule

Weekly, from 9/8/2015 to 5/25/2016

Evidence of Completion

Test results for all students are available and results reported to the administrative team. Monitoring data is available and results are reported to the administrative team for computer based programs. Performance Matters data is analyzed and instruction is adjusted accordingly. Florida state assessment data will be reviewed.

G2. Student achievement will increase with the implementation of MTSS process. (Division Priority: Narrow achievement gaps) 1a

G072936

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	80.0
AMO Math - All Students	80.0
Algebra I FSA EOC Pass Rate	95.0
FCAT 2.0 Science Proficiency	50.0
Civics EOC Pass	75.0

Resources Available to Support the Goal 2

- Collaborative planning with coaching support.
- Becoming a Reflective Teacher (Marzano), Coaching Classroom Instruction (Marzano)-Utilize Marzano Learning Map
- Advancing to the Core to Reach the Desired Effect
- Grade level Guidance Counselors
- Read 180, Achieve 3000, Systems 44
- Math 180
- IMS
- MTSS team

Targeted Barriers to Achieving the Goal 3

- The school's demographics are continuing to change and teachers are having difficulty meeting the needs of the diverse learners.

Plan to Monitor Progress Toward G2. 8

Lesson Plans, SRI testing, reading program data, FSA/FCAT/and EOC and other forms of formative assessment data will be analyzed to ensure the effectiveness of the strategy.

Person Responsible

Athena Adams

Schedule

Quarterly, from 9/8/2015 to 6/8/2016

Evidence of Completion

Test results for all students are available and results reported to the administrative team. Monitoring data is available and results are reported to the administrative team for computer-based programs. I-Observation data and feedback will be analyzed. FSA/FCAT/EOC data and formative assessment data will be reviewed.

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. Improve academic student achievement by utilizing the Florida standards, Instructional Framework, and Florida Continuous Improvement Model. (Division Priority: Accelerate Student Performance) **1**

 G072935

G1.B2 Teachers have difficulty developing learning goals, targets, and activities that are aligned to the standard. **2**

 B190427

G1.B2.S3 Provide Professional Development in the Super 7 Strategies. **4**

 S201853

Strategy Rationale

Based on 2014-2015 i-Observation data, many of the Super 7 Strategies were not culturally embedded into classroom instruction.

Action Step 1 **5**

Provide a two-part professional development opportunity for all teachers in implementing the Super 7 Strategies.

Person Responsible

Ursula DeWitte-Vogt

Schedule

Weekly, from 9/15/2015 to 9/22/2015

Evidence of Completion

The sign in sheet, agenda with power point, and the completions of the submission of their DP plan.

Action Step 2 5

The leadership team will conduct i-Observations and provide teachers feedback as it relates to the implementation of Super 7 Strategies.

Person Responsible

Athena Adams

Schedule

Weekly, from 10/5/2015 to 6/8/2016

Evidence of Completion

i-Observation data and feedback to teachers and lesson plan reviews

Action Step 3 5

Instructional coaches will provide modeling and side-by-side coaching to struggling teachers. Teachers will participate in peer observations to support the implementation of the Super 7 Strategies.

Person Responsible

Ursula DeWitte-Vogt

Schedule

Weekly, from 10/12/2015 to 6/8/2016

Evidence of Completion

Peer reflection logs and coach's logs

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

Implementation will be monitored through i-Observation, Deliberate Practice, and lesson plan review.

Person Responsible

Athena Adams

Schedule

On 6/10/2016

Evidence of Completion

i-Observation log reports, submission of the DP growth plan, sign off sheets of lesson plans with actionable feedback will be provided to teachers.

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

Teachers will become residential experts on one strategy through the deliberate practice process.

Person Responsible

Ursula DeWitte-Vogt

Schedule

Weekly, from 9/29/2015 to 6/10/2016

Evidence of Completion

Submission and approval of their DP plan, i-Observation reports, targeted look-for in classroom observations.

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

Through i-Observation data and feedback to teachers, teachers will be embedding standards based lessons through delivery and align tasks to the standard implementing the Super 7 Strategies.

Person Responsible

Ursula DeWitte-Vogt

Schedule

Weekly, from 10/5/2015 to 6/8/2016

Evidence of Completion

i-Observation data and feedback to teachers and lesson plan reviews

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

Lesson plans will be written collaboratively and reviewed for inclusion of strategies.

Person Responsible

Ursula DeWitte-Vogt

Schedule

Weekly, from 9/21/2015 to 5/27/2016

Evidence of Completion

Lesson plans will be collected and reviewed weekly.

G2. Student achievement will increase with the implementation of MTSS process. (Division Priority: Narrow achievement gaps) **1**

 G072936

G2.B1 The school's demographics are continuing to change and teachers are having difficulty meeting the needs of the diverse learners. **2**

 B190430

G2.B1.S1 Provide our teachers with intervention strategies to support students in the tiers level of MTSS. **4**

 S201854

Strategy Rationale

Teachers will be able to provide differentiated instruction using a variety of strategies within each tier based on student needs.

Action Step 1 **5**

Provide professional development on MTSS process. Professional development will be provided on differentiated instruction, using data to differentiate, and creating differentiated center activities to meet the needs of all students.

Person Responsible

Robert Ryner

Schedule

Semiannually, from 8/19/2015 to 6/8/2016

Evidence of Completion

Sign in sheets, notes from teachers, activities that align to the standard and are differentiated to address all learners, PD sign in sheets, PLC agenda

Action Step 2 **5**

Through i-Observations, the leadership team will provide feedback to teachers on using data to deliver their lessons.

Person Responsible

Athena Adams

Schedule

Weekly, from 9/7/2015 to 6/8/2016

Evidence of Completion

i-Observation data and feedback to teachers and lesson plan reviews

Action Step 3 5

Teachers will have the opportunity to observe peer teachers who have implemented differentiated instruction.

Person Responsible

Athena Adams

Schedule

Weekly, from 9/21/2015 to 6/8/2016

Evidence of Completion

Peer observation logs

Action Step 4 5

Provide professional development on Restorative Justice.

Person Responsible

Sidney Moss

Schedule

Semiannually, from 8/19/2015 to 6/8/2016

Evidence of Completion

Faculty attendance sheet and agenda

Action Step 5 5

Provide professional development on Understanding Poverty by Ruby Payne.

Person Responsible

Ursula DeWitte-Vogt

Schedule

Every 2 Months, from 10/1/2015 to 6/8/2016

Evidence of Completion

Faculty attendance sheet and agenda

Action Step 6 5

Provide professional development on AMO (Annual Measurable Objectives) for teachers to become familiar with all subgroup data and use this data to drive differentiated instruction for the diverse learners.

Person Responsible

Sidney Moss

Schedule

Semiannually, from 10/1/2015 to 6/8/2016

Evidence of Completion

Faculty attendance sheet and agenda

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

Meetings with reading and intervention math teachers to review data.

Person Responsible

Kathryn Bergdahl

Schedule

Monthly, from 10/1/2015 to 6/8/2016

Evidence of Completion

Sign in sheets and identifying struggling students who will benefit from the MTSS interventions and MTSS reflective logs.

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

Tracking student progress and achievement in their core classes.

Person Responsible

Kathryn Bergdahl

Schedule

Every 3 Weeks, from 9/1/2015 to 6/8/2016

Evidence of Completion

Sign in sheets and identifying struggling students who will benefit from the MTSS interventions and MTSS reflective logs.

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

Classroom Walkthroughs during the teacher observance of centers. Exit slips will be reviewed after the PD and the differentiated center activities will be reviewed by grade level admin, lesson plans will be reviewed.

Person Responsible

Athena Adams

Schedule

Monthly, from 9/1/2015 to 6/8/2016

Evidence of Completion

Meeting notes, i-Observation data and feedback and lesson plans reviews

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

Discipline and attendance data will be reviewed weekly.

Person Responsible

Sidney Moss

Schedule

Monthly, from 9/1/2015 to 6/8/2016

Evidence of Completion

Submission of daily attendance will be completed by all teachers. Five and ten day warning letters and CST(Child study Team) meetings will be reviewed and mailed to parents.

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

MTSS team will review and monitor all MTSS referrals for both academic and behavioral concerns. Classroom walkthrough for evidence of differentiated Instruction will be monitored.

Person Responsible

Athena Adams

Schedule

Weekly, from 9/1/2015 to 6/8/2016

Evidence of Completion

MTSS referral, increase daily attendance rate, decrease in behavior referrals, and guidance tracking form. Classroom walkthrough notes, differentiated instructional lesson plans and i-Observation data/feedback will be reviewed.

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.B2.S3.A1	Provide a two-part professional development opportunity for all teachers in implementing the Super 7 Strategies.	DeWitte-Vogt, Ursula	9/15/2015	The sign in sheet, agenda with power point, and the completions of the submission of their DP plan.	9/22/2015 weekly
G2.B1.S1.A1	Provide professional development on MTSS process. Professional development will be provided on differentiated instruction, using data to differentiate, and creating differentiated center activities to meet the needs of all students.	Ryner, Robert	8/19/2015	Sign in sheets, notes from teachers, activities that align to the standard and are differentiated to address all learners, PD sign in sheets, PLC agenda	6/8/2016 semiannually
G1.B2.S3.A2	The leadership team will conduct i-Observations and provide teachers feedback as it relates to the implementation of Super 7 Strategies.	Adams, Athena	10/5/2015	i-Observation data and feedback to teachers and lesson plan reviews	6/8/2016 weekly
G2.B1.S1.A2	Through i-Observations, the leadership team will provide feedback to teachers on using data to deliver their lessons.	Adams, Athena	9/7/2015	i-Observation data and feedback to teachers and lesson plan reviews	6/8/2016 weekly
G1.B2.S3.A3	Instructional coaches will provide modeling and side-by-side coaching to struggling teachers. Teachers will participate in peer observations to support the implementation of the Super 7 Strategies.	DeWitte-Vogt, Ursula	10/12/2015	Peer reflection logs and coach's logs	6/8/2016 weekly
G2.B1.S1.A3	Teachers will have the opportunity to observe peer teachers who have implemented differentiated instruction.	Adams, Athena	9/21/2015	Peer observation logs	6/8/2016 weekly
G2.B1.S1.A4	Provide professional development on Restorative Justice.	Moss, Sidney	8/19/2015	Faculty attendance sheet and agenda	6/8/2016 semiannually
G2.B1.S1.A5	Provide professional development on Understanding Poverty by Ruby Payne.	DeWitte-Vogt, Ursula	10/1/2015	Faculty attendance sheet and agenda	6/8/2016 every-2-months
G2.B1.S1.A6	Provide professional development on AMO (Annual Measurable Objectives) for teachers to become familiar with all subgroup data and use this data to drive differentiated instruction for the diverse learners.	Moss, Sidney	10/1/2015	Faculty attendance sheet and agenda	6/8/2016 semiannually
G1.MA1	Analysis of formative assessment data, OC Writes data, SRI, Read 180, Achieve 3000, Systems 44, and Math 180. Regular lesson plan checks and classroom observations will verify that lessons taught consistently match the district's scope and sequence and aligned to the standards incorporating the Super 7 strategies.	Adams, Athena	9/8/2015	Test results for all students are available and results reported to the administrative team. Monitoring data is available and results are reported to the administrative team for computer based programs. Performance Matters data is analyzed and instruction is adjusted accordingly. Florida state assessment data will be reviewed.	5/25/2016 weekly
G1.B2.S3.MA1	Through i-Observation data and feedback to teachers, teachers will be embedding standards based lessons through delivery and align tasks to the standard implementing the Super 7 Strategies.	DeWitte-Vogt, Ursula	10/5/2015	i-Observation data and feedback to teachers and lesson plan reviews	6/8/2016 weekly
G1.B2.S3.MA4	Lesson plans will be written collaboratively and reviewed for inclusion of strategies.	DeWitte-Vogt, Ursula	9/21/2015	Lesson plans will be collected and reviewed weekly.	5/27/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S3.MA1	Implementation will be monitored through i-Observation, Deliberate Practice, and lesson plan review.	Adams, Athena	9/8/2015	i-Observation log reports, submission of the DP growth plan, sign off sheets of lesson plans with actionable feedback will be provided to teachers.	6/10/2016 one-time
G1.B2.S3.MA2	Teachers will become residential experts on one strategy through the deliberate practice process.	DeWitte-Vogt, Ursula	9/29/2015	Submission and approval of their DP plan, i-Observation reports, targeted look-for in classroom observations.	6/10/2016 weekly
G2.MA1	Lesson Plans, SRI testing, reading program data, FSA/FCAT/and EOC and other forms of formative assessment data will be analyzed to ensure the effectiveness of the strategy.	Adams, Athena	9/8/2015	Test results for all students are available and results reported to the administrative team. Monitoring data is available and results are reported to the administrative team for computer-based programs. I-Observation data and feedback will be analyzed. FSA/FCAT/EOC data and formative assessment data will be reviewed.	6/8/2016 quarterly
G2.B1.S1.MA1	MTSS team will review and monitor all MTSS referrals for both academic and behavioral concerns. Classroom walkthrough for evidence of differentiated Instruction will be monitored.	Adams, Athena	9/1/2015	MTSS referral, increase daily attendance rate, decrease in behavior referrals, and guidance tracking form. Classroom walkthrough notes, differentiated instructional lesson plans and i-Observation data/feedback will be reviewed.	6/8/2016 weekly
G2.B1.S1.MA1	Meetings with reading and intervention math teachers to review data.	Bergdahl, Kathryn	10/1/2015	Sign in sheets and identifying struggling students who will benefit from the MTSS interventions and MTSS reflective logs.	6/8/2016 monthly
G2.B1.S1.MA2	Tracking student progress and achievement in their core classes.	Bergdahl, Kathryn	9/1/2015	Sign in sheets and identifying struggling students who will benefit from the MTSS interventions and MTSS reflective logs.	6/8/2016 every-3-weeks
G2.B1.S1.MA3	Classroom Walkthroughs during the teacher observance of centers. Exit slips will be reviewed after the PD and the differentiated center activities will be reviewed by grade level admin, lesson plans will be reviewed.	Adams, Athena	9/1/2015	Meeting notes, i-Observation data and feedback and lesson plans reviews	6/8/2016 monthly
G2.B1.S1.MA4	Discipline and attendance data will be reviewed weekly.	Moss, Sidney	9/1/2015	Submission of daily attendance will be completed by all teachers. Five and ten day warning letters and CST(Child study Team) meetings will be reviewed and mailed to parents.	6/8/2016 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. Improve academic student achievement by utilizing the Florida standards, Instructional Framework, and Florida Continuous Improvement Model. (Division Priority: Accelerate Student Performance)

G1.B2 Teachers have difficulty developing learning goals, targets, and activities that are aligned to the standard.

G1.B2.S3 Provide Professional Development in the Super 7 Strategies.

PD Opportunity 1

Provide a two-part professional development opportunity for all teachers in implementing the Super 7 Strategies.

Facilitator

Ursula DeWitte-Vogt

Participants

Instructional Staff

Schedule

Weekly, from 9/15/2015 to 9/22/2015

G2. Student achievement will increase with the implementation of MTSS process. (Division Priority: Narrow achievement gaps)

G2.B1 The school's demographics are continuing to change and teachers are having difficulty meeting the needs of the diverse learners.

G2.B1.S1 Provide our teachers with intervention strategies to support students in the tiers level of MTSS.

PD Opportunity 1

Provide professional development on MTSS process. Professional development will be provided on differentiated instruction, using data to differentiate, and creating differentiated center activities to meet the needs of all students.

Facilitator

Guidance Department- Kathryn Bergdahl, Adrienne Sears-Coleman, Zenia White, & Sally Lynn.

Participants

Instructional Staff

Schedule

Semiannually, from 8/19/2015 to 6/8/2016

PD Opportunity 2

Provide professional development on Restorative Justice.

Facilitator

Gerald Scott, Kathryn Bergdahl, Adrienne Sears-Coleman

Participants

Faculty and Staff

Schedule

Semiannually, from 8/19/2015 to 6/8/2016

PD Opportunity 3

Provide professional development on Understanding Poverty by Ruby Payne.

Facilitator

Ursula DeWitt-Vogt-CRT

Participants

Instructional staff

Schedule

Every 2 Months, from 10/1/2015 to 6/8/2016

PD Opportunity 4

Provide professional development on AMO (Annual Measurable Objectives) for teachers to become familiar with all subgroup data and use this data to drive differentiated instruction for the diverse learners.

Facilitator

Sidney Moss-AP

Participants

Instructional staff

Schedule

Semiannually, from 10/1/2015 to 6/8/2016

Budget						
Budget Data						
1	G1.B2.S3.A1	Provide a two-part professional development opportunity for all teachers in implementing the Super 7 Strategies.				\$1,550.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	239-Other	0352 - Lakeview Middle	General Fund		\$350.00
<i>Notes: Purchase Resource Books- Becoming a Reflective Teachers- 10 Books</i>						
	1141	239-Other	0352 - Lakeview Middle	General Fund		\$1,000.00
<i>Notes: Purchase Resource Books -Achieving Rigor Series - Five School Sets</i>						
	1141	239-Other	0352 - Lakeview Middle	General Fund		\$200.00
<i>Notes: Purchase Resource Books-The Art and Science of Teaching 10 copies</i>						
2	G1.B2.S3.A2	The leadership team will conduct i-Observations and provide teachers feedback as it relates to the implementation of Super 7 Strategies.				\$0.00

Budget Data						
3	G1.B2.S3.A3	Instructional coaches will provide modeling and side-by-side coaching to struggling teachers. Teachers will participate in peer observations to support the implementation of the Super 7 Strategies.				\$0.00
4	G2.B1.S1.A1	Provide professional development on MTSS process. Professional development will be provided on differentiated instruction, using data to differentiate, and creating differentiated center activities to meet the needs of all students.				\$1,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		140-Substitute Teachers	0352 - Lakeview Middle	General Fund		\$1,400.00
			<i>Notes: Teacher Resources for MTSS Notebooks and Training for Department Chairs/ Lead Teachers for Substitutes</i>			
5	G2.B1.S1.A2	Through i-Observations, the leadership team will provide feedback to teachers on using data to deliver their lessons.				\$0.00
6	G2.B1.S1.A3	Teachers will have the opportunity to observe peer teachers who have implemented differentiated instruction.				\$0.00
7	G2.B1.S1.A4	Provide professional development on Restorative Justice.				\$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0352 - Lakeview Middle			\$100.00
8	G2.B1.S1.A5	Provide professional development on Understanding Poverty by Ruby Payne.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		239-Other	0352 - Lakeview Middle	General Fund		\$500.00
			<i>Notes: Teacher Resources-Understanding Poverty- Ruby Payne Additional Resources for Professional Development</i>			
9	G2.B1.S1.A6	Provide professional development on AMO (Annual Measurable Objectives) for teachers to become familiar with all subgroup data and use this data to drive differentiated instruction for the diverse learners.				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		239-Other	0352 - Lakeview Middle	General Fund		\$250.00
			<i>Notes: Materials</i>			
					Total:	\$3,800.00