

Marion County Public Schools

Lake Weir High School



2015-16 School Improvement Plan

Lake Weir High School

10351 SE MARICAMP RD, Ocala, FL 34472

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	74%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	41%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	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 was approved by the Marion County School Board on 12/8/2015.

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	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At Lake Weir High School our vision is for students, staff, parents and the community to work together in developing high-achieving, confident, life-long learners and responsible citizens.

Provide the school's vision statement

Our mission is to motivate students and teachers to strive for excellence in academics, where habits of lifelong learning are developed. Our school strives to teach responsibility and caring for each other and the environment. Social and emotional growth is nurtured, and cooperation among all members of the school community is encouraged. In preparing our students to meet life's challenges, we encourage them to respect themselves and others and to embrace cultural differences.

School Environment

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

There are many ways Lake Weir High School learns about our students' cultures and builds relationships between teachers and students. We have a multicultural committee in which teachers celebrate the diversity of the staff and students each month through food and other festivities throughout the school year. Teachers and staff members also volunteer for clubs and sport events in order to support this process. All our teachers make good will calls to their 3rd period students' homes that were absent letting them know that they were missed in class and best wishes for a safe return. Also, the staff was challenged to make positive connections with students and place a star by the students name on the connection board located in the teachers' lounge.

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

School-wide behavioral expectations are taught, modeled, and reinforced throughout the school year. All administrators, deans, and support staff provide supervision in the mornings and afternoons making themselves visible for all students to see. All our teachers make an effort to be in their doorways visible during class change greeting their students as they walk through the door. The school SRO walks the campus throughout the day greeting students and teachers. In doing so makes him visible and approachable so students as well as teachers are comfortable in confiding in him with any problems or situations that may occur throughout the year. Drills are conducted multiple times a year in order to prepare students and staff for possible situations that can occur on campus during the school year.

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

Our school wide expectations are based off of the Positive Behavior Support system that all students and staff are trained on throughout the year. Students are encouraged to follow these school-wide expectations throughout the school day. Lake Weir has adopted the "Big Three" for our PBS philosophy.

BE RESPONSIBLE
 BE RESPECTFUL
 BE HERE

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

The Synergy team at Lake Weir High School meets every other Tuesday to discuss current data on at risk students. The synergy team consists of school psychologist, assistant principals, deans, guidance counselors, behavioral specialist, and social workers. The ultimate goal for each meeting is to walk away from the table with identifiable needs and an action plan for any struggling student.

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 will be used to identify groups of students who are not on track for graduation. These groups will then be disaggregated and the problem solving process will be utilized to provide intervention(s) and monitor progress of getting these students back on track. Action planning takes place based on progress monitoring data.

- Utilize data systems to identify students who have attendance, behavioral or academic concerns
- Create data decision rules for number of absences or OSS before referral generated to SBT
- Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules.
- Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). For example: attendance, course failure, college-career planning gaps (FAFSA completion).

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
	9	10	11	12	
Attendance below 90 percent	58	57	72	97	284
One or more suspensions	52	49	48	60	209
Course failure in ELA or Math	112	23	21	16	172
Level 1 on statewide assessment	0	0	0	0	

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	125	156	130	112	523

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

In the 2015-16 school year, LWHS will implement a new strategy focusing on vocabulary. A new schedule was set in place to incorporate a "CANES" period everyday where students focus will be on school wide vocabulary. Each week a vocabulary lesson will be sent out which will include the definition, part(s) of speech, synonyms/antonyms, and the correct usage in a sentence.

In order to improve academic performance of students, Lake Weir High has set up Block Schedules for Thursday's and Friday's in order to encourage content area reading. Also, each core and vocational teacher will incorporate PEP into their lessons in order to improve writing proficiency. The acronym PEP stands for Point-Evidence-Prove which helps our students to remember the parts of an essay and what each part involves.

In order to improve student attendance, an initiative was set in place for our seniors because their attendance has been an ongoing issue. Seniors who have no unexcused absences for the year will enter a drawing to win a car. All other grade levels will participate in our ongoing PBS events to reward positive behavior.

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

We plan to continue raising the level of parent involvement by recruiting parents for various school activities such as open house and sporting events. The principal will continue to speak and participate in community based events in hopes of further involve all stake holders at Lake Weir High.

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

The School Advisory Council (SAC) will actively participate in the creation and revision of the School Improvement Plan. They will make suggestions and give feedback about the programs that are currently being utilized at Lake Weir High. Members will have the opportunity to participate in many of the programs involving technology for the instruction of students. SAC members will give input on events and activities that are positive as well as giving input on events and activities that may need to change

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
Livingston, Wayne	Principal
Jacobs, Jason	Dean
Busbee, Heather	Dean
Maier, Donald	Assistant Principal
Ferguson, Susan	Administrative Support
Newport, Teresa	Administrative Support
Jones-Butler, Patrice	Administrative Support
Williams, Bo	Assistant Principal

Duties

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

School Administration provides a common vision for understanding data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Guidance Counselors participate in collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; and provide professional development and technical assistance for problem-solving activities.

Deans of Discipline participate in collection, interpretation, and analysis of data, facilitate development of intervention plans, provide support for intervention fidelity and documentation, and provide professional development and technical assistance for problem-solving activities.

Select General Education Teachers provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with SAT team to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

ESE Teachers participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as lesson planning and co-teaching.

Reading Coaches provide guidance on K-12 reading plan; assist in data analysis; provide professional development and technical assistance to teachers regarding data-based instructional planning for reading teachers and CAR-PD trained teachers.

Social Workers/Social Worker Assistants provide interventions for students. They work with child-serving community agencies to support the child's academic, emotional, behavioral, and social success.

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

The MTSS team staff members work together to problem solve for our at-risk students. Each member offers an area of expertise helpful to the student. By working together the team can more easily identify and work on problem areas of behavior and/or attendance to improve academics.

The Synergy team follows this process:

Step 1: Problem Identification – identify and define the target problem.

Step 2: Problem Analysis – attempt to determine why the problem is occurring.

Step 3: Intervention Design – decides what is going to be done about the problem.

Step 4: Response to Intervention – monitor progress and determine “is it working?”

The implementation of SAT. The Student Assistant Team uses a well-defined process which begins with the completion of the SAT Request. The Marion County SAT packet steps the team through the process.

*Beginning teachers will be assigned a mentor teacher at the start of the school year.

*Beginning teachers will have the opportunity to observe exemplary teachers.

*Before and after school tutoring will be provided for students.

*Students will have the opportunity to participate in the Take Stock in Children mentoring program which will provide monthly visits from a mentor from the community.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Francine Julius Edwards	Parent
Linda Duprey	Parent
Nancy Davis	Parent
Wayne Livingston	Principal
Susan Feruson	Teacher
Roxanne Fanning	Parent
Trich Farrell	Parent
Ed Farrell	Parent
Kathleen Williams	Teacher
Tracy Guerrero	Parent
Lilly Ulate	Parent
Issac Julius Edwards	Student

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

During the first SAC meeting, time was set aside for the review of last year's school improvement plan. Strategies and goals were set and addressed for 2015-16 school year.

Development of this school improvement plan

The role of a School Advisory Council is to assist in the preparation of the annual budget, and in the development and evaluation of the School Improvement Plan. The SAC is the school committee that deals with issues relating to school improvement.

Preparation of the school's annual budget and plan

SAC members will give input on events and activities that are positive as well as giving input on events and activities that may need to change.

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

School Improvement funds allocated last year were used for technology within the classrooms.

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

No

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

Administration is working diligently to inform parents and the community of SAC. During SAC meeting this year, small meals and snacks are being provided by the parents to encourage further participation. Business stakeholders plan to take part in future meeting and additional activities to encourage parent participation.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Livingston, Wayne	Principal
Busbee, Heather	Dean
Jacobs, Jason	Dean
Ferguson, Susan	Administrative Support
Maier, Donald	Assistant Principal
Graham, Pamela	Teacher, K-12
Jenkins, Rise	Teacher, K-12
Hicks, Timothy	Teacher, ESE
DuVall, Myrna	Teacher, ESE
McPadden, Kathleen	Teacher, K-12
Richardson, Sharon	Teacher, K-12
Greenleaf, Leah	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Our LLT, is now called the Literacy Action Team. It is made up of our Common Core Lead Teachers and our administrators. We met this summer to complete the 8-step process in preparation for our CIM plan to the state. As a team, we have decided to implement a school-wide Literacy Initiative. The focus this year will be on vocabulary.

As a group, we developed a calendar of trainings throughout the year. We have a "phased-in" implementation plan for each content area to introduce this process. All of our Professional Development on this will be teacher-led.

We continue to meet once a month to discuss the plan and things we may need to adjust. We are holding meetings prior to implementation and then after to follow-up with teachers. The LAT team is available to teachers as a resource to help find and pull articles and help score their students' papers. The LAT team is also responsible for helping to analyze and look at data and strategies after implementation to evaluate if we need to make changes.

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

We have several strategies:

1. All teachers have a common planning period before school which allows for collaboration.
2. We have monthly department meetings where we are actually bringing student samples and work and doing some group grading/discussion of the work and looking at ways to improve instruction.
3. We are also having grade-level meetings to try and develop more cross-curricular activities in the grade levels.
4. Our ESE teachers and Support Facilitators meet monthly and are involved in a new collaborative teaching training offered through FDLRS to help develop their collaboration and build relationships.
5. We have a Sunshine Club that is totally teacher-led. They meet each month and plan ways to build morale. It may be a simple birthday card, or a sweet treat in teachers' mailboxes on inservice days. They are constantly working to build positive relationships on campus.

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

1. Qualified applicants will be screened from the district website/pool of applicants.
2. New teachers will be paired with a buddy or mentor teacher.
3. First year teachers will be required to participate in and complete the new teacher program through the district.
4. New teachers will have the opportunity to attend district in-services and school-based in-services.
5. New teachers will be given support by way of information about classroom management and instruction. Help will be given to obtain general classroom resources.
6. First year teachers will be given the opportunity to shadow exceptional teachers in their area of study and beyond if applicable.

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

When pairing new teachers with mentor teachers, we pair according to subject taught. Each new teacher will be assigned a mentor teacher to help transition during the first year of teaching.

Focus areas include: Students with special needs and accommodations, student engagement, and collaborative planning.

Planned mentoring activities include:

1. Plan meetings with mentors and mentees.
2. Professional development opportunities monthly throughout the 2015-2016 school year.
3. Collaborate to discuss upcoming lessons and common assessments.

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

Through committees, there is a district review of multiple research based instructional materials and programs which align with the Florida standards. In addition classroom instruction and lesson plans are monitored by school based administration and mentor/lead teachers.

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

In a combined effort, Administration and LWHS Staff use evidence from the analysis of District Learning checks, Formative Assessments, End of Course Exams, and FCAT retake results to determine professional development needs and areas of concern. In addition, administrators also use classroom walkthroughs/observations, teacher surveys, and team meeting notes to assist in the process of determining where instruction needs improvement.

Teachers utilize data from progress monitoring assessments designed to measure students' proficiency on each benchmark. Curriculum maps identify the specific times that these assessments are given throughout the year. This data is compared between and among teachers. Based on an analysis of the data, best practices are identified and shared. Teachers utilize resources from the state adopted textbooks that are specifically intended for intensive and/or remedial type instruction. In a PLC, teachers discuss best practices and research different methods of providing instruction to students on non-mastered skills.

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

Strategy: Extended School Day

Minutes added to school year:

Lake Weir High School has been following Marion County's Implementation for Common Core and changing our instruction based on those practices. We have not altered the length of our classes, but in changing some of our practices, we have increased the quality of learning that is occurring in all of our classrooms. This is done through the increased writing across the curriculum. Social Studies classes have implemented the Document Based Questions (DBQ's) as a new way to teach a lesson. In this, the students do not receive the traditional lecture format, but rather work through a series of primary source documents. They have to analyze and evaluate the documents and draw their own conclusions. They essentially become historians and through reading, writing, and speaking, they are having increased learning. All of the Common Core Practices have increased the quality of learning that is occurring at Lake Weir. Our students have assumed more responsibility for their learning and our teachers find the process rewarding as well.

Strategy Rationale

To give additional support to students to prepare them for the writing portion of the FSA.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Livingston, Wayne, wayne.livingston@marion.k12.fl.us

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

This can also be seen in the CTE classroom where teachers are encouraged to use Text Dependent Questions (TDQ's) relevant to their content area. The teachers are exposing them to documents and materials that students will see in a Career-Related field and the students have to use the text in their answers. English/Language Arts also has this with the implementation of the Close Reading Lesson (CRL) and Reading/Writing Assessment (RWA's). Both of these give the students higher level passages, sometimes from multiple sources and ask them to read about them, share with a partner, and then have a culminating writing activity.

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

In the 2015-16 school year, LWHS will implement a Freshmen Orientation. Freshmen students and parents are encouraged to take the opportunity to come and find out important information about life as a Lake Weir High School Hurricane. Student will have an opportunity to meet their administrators, sign up for clubs, and receive free Lake Weir High apparel. Eighth Grade Preview Day is a program that we have at Lake Weir High School as a comprehensive effort to introduce the school to the new 9th graders. It allows them to become familiar with the campus and meet key members of the administrative team. During the preview, students are able to visit the vocational and elective classes that they can choose from for their schedule. They are

given information about the difference between middle and high school and they hear from teachers, administrators and guidance counselors.

All students are carefully monitored throughout their career in high school in an effort to ensure graduation. Guidance Counselors and Deans are assigned by grade levels which assist in the monitoring of students academically and/or behaviorally.

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

At Lake Weir High School, the counselors meet with every student at least once per year to talk about career interests and class schedules. Students are also able to visit the counseling department before/after school and during lunch without an appointment. At the beginning of the school year, counselors are available on the stage in the cafeteria during breakfast and lunch to accept schedule change requests from students and to counsel them as to why or why not a schedule may be changed.

Local professionals come to speak to various classes and many classes also visit the on-campus career lab. In the career lab students take career interest inventories, research various job requirements, and learn resume writing and interviewing skills.

In addition faculty and students visit the feeder middle schools to assist incoming freshmen with course selections. A Freshmen Connection Night is also offered in the Spring, where incoming Freshmen may visit the campus with their parents for tours and more information about choosing classes that will best suit their personal academic goals.

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

Classroom instruction is designed for mastery of skills that develop lifelong learners. It is the expectation that students demonstrate proficiency at each grade level and those struggling are provided appropriate interventions.

Lake Weir High School is an accredited IB School, and our first IB class graduated in 2012, with a 68% pass rate. IB students focus on how their learning relates to everyday living and the world around them, which is a primary goal and focus of the IB Program.

Lake Weir offers a curriculum that prepares students to be successful after graduation, whether they continue their education in an academic setting or enter the workforce. We have IB courses, AP (Advanced Placement), and Honors Courses. We have support facilitation classrooms, applied technology programs and modified courses for exceptional students. We also have top-notch vocational programs such as: Construction, Jr. ROTC, Graphic Arts, Health Science, Culinary Arts, Digital Design, and Video Productions that train and prepare students for careers beyond high school. Students enrolled in these classes have the opportunity to take industry certification exams to obtain certification before graduating. We also have a very active Career Lab on campus where classes and individual students visit for career assessments and information. Community Based Vocational Training (CBVT) is available for students participating in Special Education. The OJT (On the Job Training) Program is available for eligible students as well.

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

- We have students who are signed up for Math for College Readiness. This course is designed to prepare them for the rigorous requirements of college, with the goal to prepare our college-bound students so that they will not have to take a remedial math course in college.
- We also have students enrolled in English IV College Prep. These are our non-proficient readers and they will also all be enrolled in an Intensive Reading class. These two teachers will concentrate on SAT and ACT skills in order to have all of these students be "college ready" by the end of the year.

- We have a co-teach English III set up for our non-proficient Juniors. These students will focus on passing the FCAT and/or the ACT/SAT, so that they are also ready for the post-secondary world.
- ACT/SAT tutoring is offered after school and on Saturdays.
- Free vouchers are available for the ACT and SAT to qualifying students.
- Students are provided computer use before and after school to fill out college applications and to get help with writing essays for college.

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

- School based team review and provide assistance to specific students as needed
- Afterschool/Saturday college readiness workshops for students
- Counselors conduct classroom guidance and individual counseling sessions with students
- Meetings held with parents (i.e. parent academies) to explain their role in assisting students with being ready for

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Through engaging and enriching activities in the school, students attendance will increase.
- G2.** Students will continue to participate in a school wide literacy project. The 2015-2016 focus will be Vocabulary.
- G3.** Students will participate in a school wide literacy project. For 2015-2016 we will continue to focus on Text Supported Writing and all students will meet or exceed expectations of proficiency.

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. Through engaging and enriching activities in the school, students attendance will increase. 1a

G073827

Targets Supported 1b

Indicator	Annual Target
	80.0

Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

- Lack of engagement and the importance of being in the classroom.

Plan to Monitor Progress Toward G1. 8

Student attendance data will be collected to monitor progress towards meeting our goal.

Person Responsible

Donald Maier

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Student attendance data will be collected to demonstrate the goal is being monitored and progress is being made.

G2. Students will continue to participate in a school wide literacy project. The 2015-2016 focus will be Vocabulary. 1a

G073828

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	80.0

Resources Available to Support the Goal 2

- Baumann-word parts
- Vocabulary Checks
- Vocabulary presented on syllabus (cumulative)
- Textbooks
- ACT/SAT word of the day
- Dictionary.com

Targeted Barriers to Achieving the Goal 3

- Teacher buy-in / One more thing to do

Plan to Monitor Progress Toward G2. 8

Departmental Exam to check Vocabulary

Person Responsible

Donald Maier

Schedule

On 5/27/2016

Evidence of Completion

Copies of the Exams and students' results.

G3. Students will participate in a school wide literacy project. For 2015-2016 we will continue to focus on Text Supported Writing and all students will meet or exceed expectations of proficiency. 1a

G073829

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	80.0

Resources Available to Support the Goal 2

- New Textbooks for ELA and Math that incorporate
- We have many teachers who have attended 6 Trait Writing workshops, helped write the DBQ's, RWA's for the district, etc. They can be a resource.
- Our support facilitators are a resource
- Existing documents from the district: RWA's, QWA's, CRL's, CIS, etc.
- Our students are a resource
- The Curriculum Maps and pacing guides are a resource.
- We have a lot of writing strategies from the past that will still work.

Targeted Barriers to Achieving the Goal 3

- Teacher Buy-in and support of this goal is a barrier
- How do we support our teachers? Lack of time, resources, and training.
- Lack of student motivation

Plan to Monitor Progress Toward G3. 8

Students scoring proficient based on the rubric for their District Writing Assignments: CRL's, RWA's, and DBQ's

Person Responsible

Megan Losito

Schedule

On 5/27/2016

Evidence of Completion

Performance Matters Data and Student work samples.

Plan to Monitor Progress Toward G3. 8

ELA State Assessment Results

Person Responsible

Megan Losito

Schedule

On 5/27/2016

Evidence of Completion

Increased proficiency on State Assessments

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. Through engaging and enriching activities in the school, students attendance will increase. **1**

 G073827

G1.B1 Lack of engagement and the importance of being in the classroom. **2**

 B192814

G1.B1.S1 Using Differentiated Instruction to make class more engaging. **4**

 S204321

Strategy Rationale

If students are able to have some success at their level, then they will become more engaged and want to come to class more often, thus increasing student attendance.

Action Step 1 **5**

Share the district definition of Differentiation and district resources.

Person Responsible

Wayne Livingston

Schedule

On 8/10/2015

Evidence of Completion

Teacher portfolios with the District resources on Differentiation in them.

Action Step 2 5

Peer Visits

Person Responsible

Wayne Livingston

Schedule

On 5/2/2016

Evidence of Completion

Peer visit log

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

Classroom walkthroughs and observations

Person Responsible

Wayne Livingston

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Data in TNL that is collected through observations.

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

Peer visit logs

Person Responsible

Wayne Livingston

Schedule

Quarterly, from 10/27/2015 to 5/2/2016

Evidence of Completion

Teachers will turn their peer visit logs into their observing administrator.

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

Student attendance data

Person Responsible

Wayne Livingston

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Student attendance data will be collected quarterly.

G2. Students will continue to participate in a school wide literacy project. The 2015-2016 focus will be Vocabulary. 1

 G073828

G2.B1 Teacher buy-in / One more thing to do 2

 B192815

G2.B1.S1 Having a clear purpose for the literacy campaign. 4

 S204322

Strategy Rationale

Setting a clear purpose/goals for the literacy campaign the first day teachers return will give clear focus of priorities for the year.

Action Step 1 5

Share the goal from the School Improvement Plan.

Person Responsible

Wayne Livingston

Schedule

On 8/10/2015

Evidence of Completion

Welcome Back Power Point

Action Step 2 5

Explain the rationale behind selecting Vocabulary as a strategy.

Person Responsible

Kathleen McPadden

Schedule

On 8/11/2015

Evidence of Completion

Meeting agenda/power point

Action Step 3 5

Distribution of literacy materials. Posters for PEP and Literacy Plan.

Person Responsible

Timothy Hicks

Schedule

Evidence of Completion

Calendar

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

Classroom observations, walk-throughs, attendance/participation at meetings, student samples of work etc.

Vocabulary Tab in Teacher Portfolios

Person Responsible

Wayne Livingston

Schedule

Evidence of Completion

Based on the Implementation Calendar, we should see teachers teaching Vocabulary weekly, using the rubrics and should see students vocabulary enhancing throughout the nine weeks. We can also use Observation data on TrueNorthlogic

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

Student Quiz results from Word of the Week.
Observations from teachers about students' performance

Person Responsible

Donald Maier

Schedule

Monthly, from 9/30/2015 to 5/27/2016

Evidence of Completion

Teachers will be administered a feedback survey on the Literacy Plan three times a year. We administered once in August before training, we will do another one in December after we have had 2 months of implementation, and then a final one in May. This is just for feedback on their buy-in and support of this process.

G3. Students will participate in a school wide literacy project. For 2015-2016 we will continue to focus on Text Supported Writing and all students will meet or exceed expectations of proficiency. 1

 G073829

G3.B1 Teacher Buy-in and support of this goal is a barrier 2

 B192822

G3.B1.S1 Have a clearly defined purpose for the Literacy Campaign. 4

 S204327

Strategy Rationale

By having a clearly defined purpose, and showing why the Literacy Program is important, we can show teachers why we need to do this and what the benefit will be.

Action Step 1 5

Share the goal from the School Improvement Plan

Person Responsible

Wayne Livingston

Schedule

Daily, from 8/10/2015 to 8/10/2015

Evidence of Completion

Mr. Livingston's opening power point and the powerpoint and agenda from our Pre-Planning Inservice and the LAT team presentation.

Action Step 2 5

Show data that supports the success of the Literacy Project

Person Responsible

Heather Busbee

Schedule

Monthly, from 8/10/2015 to 8/10/2015

Evidence of Completion

Literacy Action Team Presentation, Article in their literacy binder about Brockton High School, Data and feedback from teachers as we complete our Text-Based Responses.

Action Step 3 5

Distribution of Literacy Materials and having those materials displayed

Person Responsible

Megan Losito

Schedule

On 8/10/2015

Evidence of Completion

Literacy Posters displayed in classrooms by Orientation.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Classroom Walthroughs and Observations

Person Responsible

Wayne Livingston

Schedule

On 5/27/2016

Evidence of Completion

Based on the Implemenation Calendar, we should see teachers teaching the Text-based questioning process, using the rubrics and should see students answering these types of questions regularly. We can also use Observation data on TrueNorthlogic.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Literacy Tab in Teacher Portfolios

Person Responsible

Megan Losito

Schedule

On 5/27/2016

Evidence of Completion

Administrators will check teacher portfolios for the Teacher Literacy Tab. This is where teachers will put the lesson that they used for the initial implementation and also student samples. They will continue to show evidence of these types of questions being used at least once a month in their classroom.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Teacher Participation in trainings

Person Responsible

Megan Losito

Schedule

On 5/27/2016

Evidence of Completion

Rosters and sign in sheets from trainings. Make-up sessions held for any who miss the training so that everyone is participating.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Teacher feedback survey

Person Responsible

Schedule

On 5/27/2016

Evidence of Completion

Teachers will be administered a feedback survey on the Literacy Plan three times a year. We administered once in August before training, we will do another one in December after we have had 2 months of implementation, and then a final one in June. This is just for feedback on their buy-in and support of this process.

G3.B1.S2 Provide resources, training and support for the teachers **4**

 S204328

Strategy Rationale

If we can explain the reasoning for this, they will see the value in the program. If we have the training and show that it is nothing new, hopefully there will be less resistance.

Action Step 1 **5**

Schedule and create training for the implementation of the text-supported writing initiative

Person Responsible

Donald Maier

Schedule

Biweekly, from 10/1/2015 to 10/28/2016

Evidence of Completion

Course Registration in True Northlogic, sign in sheets, meeting handouts

Plan to Monitor Fidelity of Implementation of G3.B1.S2 **6**

Rubrics in the Literacy Tab of Teacher Portfolios

Person Responsible

Megan Losito

Schedule

On 3/11/2016

Evidence of Completion

Portfolios will be checked during informal and formal observations and conferences with teachers to ensure that everyone is using them.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Teacher feedback Surveys

Person Responsible

Schedule

On 5/29/2016

Evidence of Completion

Results of Teacher Feedback Surveys

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Share the district definition of Differentiation and district resources.	Livingston, Wayne	8/10/2015	Teacher portfolios with the District resources on Differentiation in them.	8/10/2015 one-time
G2.B1.S1.A1	Share the goal from the School Improvement Plan.	Livingston, Wayne	8/10/2015	Welcome Back Power Point	8/10/2015 one-time
G3.B1.S1.A1	Share the goal from the School Improvement Plan	Livingston, Wayne	8/10/2015	Mr. Livingston's opening power point and the powerpoint and agenda from our Pre-Planning Inservice and the LAT team presentation.	8/10/2015 daily
G3.B1.S2.A1	Schedule and create training for the implementation of the text-supported writing initiative	Maier, Donald	10/1/2015	Course Registration in True Northlog, sign in sheets, meeting handouts	10/28/2016 biweekly
G1.B1.S1.A2	Peer Visits	Livingston, Wayne	10/27/2015	Peer visit log	5/2/2016 one-time
G2.B1.S1.A2	Explain the rationale behind selecting Vocabulary as a strategy.	McPadden, Kathleen	8/11/2015	Meeting agenda/power point	8/11/2015 one-time
G3.B1.S1.A2	Show data that supports the success of the Literacy Project	Busbee, Heather	8/10/2015	Literacy Action Team Presentation, Article in their literacy binder about Brockton High School, Data and feedback from teachers as we complete our Text-Based Responses.	8/10/2015 monthly
G2.B1.S1.A3	Distribution of literacy materials. Posters for PEP and Literacy Plan.	Hicks, Timothy	Calendar	one-time	
G3.B1.S1.A3	Distribution of Literacy Materials and having those materials displayed	Losito, Megan	8/10/2015	Literacy Posters displayed in classrooms by Orientation.	8/10/2015 one-time
G1.MA1	Student attendance data will be collected to monitor progress towards meeting our goal.	Maier, Donald	8/17/2015	Student attendance data will be collected to demonstrate the goal is being monitored and progress is being made.	5/27/2016 quarterly
G1.B1.S1.MA1	Student attendance data	Livingston, Wayne	8/17/2015	Student attendance data will be collected quarterly.	5/27/2016 quarterly
G1.B1.S1.MA1	Classroom walkthroughs and observations	Livingston, Wayne	8/17/2015	Data in TNL that is collected through observations.	5/27/2016 weekly
G1.B1.S1.MA2	Peer visit logs	Livingston, Wayne	10/27/2015	Teachers will turn their peer visit logs into their observing administrator.	5/2/2016 quarterly
G2.MA1	Departmental Exam to check Vocabulary	Maier, Donald	5/27/2016	Copies of the Exams and students' results.	5/27/2016 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Student Quiz results from Word of the Week. Observations from teachers about students' performance	Maier, Donald	9/30/2015	Teachers will be administered a feedback survey on the Literacy Plan three times a year. We administered once in August before training, we will do another one in December after we have had 2 months of implementation, and then a final one in May. This is just for feedback on their buy-in and support of this process.	5/27/2016 monthly
G2.B1.S1.MA1	Classroom observations, walk-throughs, attendance/participation at meetings, student samples of work etc. Vocabulary Tab in Teacher Portfolios	Livingston, Wayne	Based on the Implementation Calendar, we should see teachers teaching Vocabulary weekly, using the rubrics and should see students vocabulary enhancing throughout the nine weeks. We can also use Observation data on TrueNorthlogic	monthly	
G3.MA1	Students scoring proficient based on the rubric for their District Writing Assignments: CRL's, RWA's, and DBQ's	Losito, Megan	9/8/2015	Performance Matters Data and Student work samples.	5/27/2016 one-time
G3.MA2	ELA State Assessment Results	Losito, Megan	5/27/2016	Increased proficiency on State Assessments	5/27/2016 one-time
G3.B1.S1.MA1	Teacher feedback survey		8/17/2015	Teachers will be administered a feedback survey on the Literacy Plan three times a year. We administered once in August before training, we will do another one in December after we have had 2 months of implementation, and then a final one in June. This is just for feedback on their buy-in and support of this process.	5/27/2016 one-time
G3.B1.S1.MA1	Classroom Walkthroughs and Observations	Livingston, Wayne	10/29/2015	Based on the Implementation Calendar, we should see teachers teaching the Text-based questioning process, using the rubrics and should see students answering these types of questions regularly. We can also use Observation data on TrueNorthlogic.	5/27/2016 one-time
G3.B1.S1.MA2	Literacy Tab in Teacher Portfolios	Losito, Megan	10/29/2015	Administrators will check teacher portfolios for the Teacher Literacy Tab. This is where teachers will put the lesson that they used for the initial implementation and also student samples. They will continue to show evidence of these types of questions being used at least once a month in their classroom.	5/27/2016 one-time
G3.B1.S1.MA4	Teacher Participation in trainings	Losito, Megan	10/29/2015	Rosters and sign in sheets from trainings. Make-up sessions held for any who miss the training so that everyone is participating.	5/27/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S2.MA1	Teacher feedback Surveys		8/18/2015	Results of Teacher Feedback Suveys	5/29/2016 one-time
G3.B1.S2.MA1	Rubrics in the Literacy Tab of Teacher Portfolios	Losito, Megan	10/29/2015	Portfolios will be checked during informal and formal observations and conferences with teachers to ensure that everyone is using them.	3/11/2016 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G3. Students will participate in a school wide literacy project. For 2015-2016 we will continue to focus on Text Supported Writing and all students will meet or exceed expectations of proficiency.

G3.B1 Teacher Buy-in and support of this goal is a barrier

G3.B1.S2 Provide resources, training and support for the teachers

PD Opportunity 1

Schedule and create training for the implementation of the text-supported writing initiative

Facilitator

Literacy Action Team Members: Rise Jenkins, Kathleen McPadden, Timothy Hicks, Heather Busbee

Participants

All teachers

Schedule

Biweekly, from 10/1/2015 to 10/28/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Share the district definition of Differentiation and district resources.	\$0.00
2	G1.B1.S1.A2	Peer Visits	\$0.00
3	G2.B1.S1.A1	Share the goal from the School Improvement Plan.	\$0.00
4	G2.B1.S1.A2	Explain the rationale behind selecting Vocabulary as a strategy.	\$0.00
5	G2.B1.S1.A3	Distribution of literacy materials. Posters for PEP and Literacy Plan.	\$0.00
6	G3.B1.S1.A1	Share the goal from the School Improvement Plan	\$0.00
7	G3.B1.S1.A2	Show data that supports the success of the Literacy Project	\$0.00
8	G3.B1.S1.A3	Distribution of Literacy Materials and having those materials displayed	\$0.00
9	G3.B1.S2.A1	Schedule and create training for the implementation of the text-supported writing initiative	\$0.00
Total:			\$0.00