

# Lake Butler Middle School



2015-16 School Improvement Plan

## Lake Butler Middle School

150 SW 6TH ST, Lake Butler, FL 32054

[www.union.k12.fl.us/lbms](http://www.union.k12.fl.us/lbms)

### School Demographics

**School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

62%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

19%

### School Grades History

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

### School Board Approval

This plan was approved by the Union County School Board on 11/10/2015.

### 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>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>18</b>
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	22
<b>Appendix 1: Implementation Timeline</b>	<b>29</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>30</b>
Professional Development Opportunities	31
Technical Assistance Items	33
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## 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	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

The mission of the Union County School District is to provide a learning environment where students, staff, parents, and community excel.

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

The vision of Lake Butler Middle School is to become a foundation of educational excellence for all.

#### School Environment

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

Lake Butler Middle School staff learns about the students' cultures and builds relationships in many ways throughout the school year. Teachers work to build relationships with students not only in class but in several clubs on campus, such as Jr. Beta, SWAT, & FCIA. Because we live in a small rural community, many relationships are built during non-school hours at events which include the community (athletic events, FFA, 4-H etc),

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

Lake Butler Middle School staff requires all visitors to provide a drivers license for the "Keeping Track Scanner" which indicates to the secretary if there is any reason they should not be on campus. It is our policy that all classroom doors remained locked throughout the day. All students gather in one area at the beginning of each day and are then dismissed to classes. Students are under supervision of an adult at all times. School wide expectations encourage a climate of mutual respect and regard for all students.

##### **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**

Each teacher and staff member has a behavior/ tracking chart to refer to for clear expectations of student behavior. Rules and expectations are posted in every classroom. This helps keep discipline consistent throughout the school. As special needs arise students are given counseling from either of our two guidance counselors. The PBS (Positive Behavior Support) is used throughout the year to reward students who continue to meet positive behavior.

##### **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**

Lake Butler Middle School staff continually works to ensure the social-emotional needs of all students are met. Our guidance counselors and licensed mental health counselors provide mentoring, counseling, or other student services that may be needed. Teachers voluntarily mentor at risk students as needed. and when issues come up that need more attention, students are referred to the proper resources.



**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**

LBMS has developed a weekly monitoring report which includes the attendance and current D/F students which is reviewed by academic coaches and distributed to appropriate teachers as needed. The current referral and suspension list is monitored by the assistant principal as they occur. An on going progress monitoring program exists. This program is based upon an initial assessment and continues through assessments using Performance Matters throughout the year in both math and reading. This provides data that enables teachers and staff to closely monitor each student's strengths and weakness based on individual benchmarks. Through data meetings, off-track students are identified early enough for support to be provided in order to make interventions effective. Level 1 students are also placed in intensive reading and math classes to help provide additional monitoring and support.

**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	27	23	34	84
One or more suspensions	26	25	33	84
Course failure in ELA or Math	17	11	34	62
Level 1 on statewide assessment	36	26	41	103
	0	0	0	
	0	0	0	
	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	28	17	40	85

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

Level 1 students in math and reading are placed in intervention classes to support their regular classes and provide extra help in specific areas of weakness. A child study teams meets to make a plan when a student has attendance or discipline issues. Students with two or more early warning system indicators have been identified and are being monitored monthly by the administrative team.

**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**

LBMS staff build relationships with families through several methods. Starting before the year begins, we host a parent night for each grade level where families have the opportunity to tour the school and meet with each students' instructional team for the upcoming year. A weekly school wide newsletter including the mission statement as well as current and upcoming events, is emailed to each family. This information is also posted on a school web page. In addition, 5th grade teachers send home a weekly classroom newsletter to keep parents informed of assignments and current events. A telephone call out system is use to notify parents of special events and critical information. LBMS uses Skyward, an online grade program which gives parents the option to check grades at any time. Teachers also use the Skyward system to communicate assignments or any information pertinent to individual students. Parent/IEP/MTSS conferences are held as needed throughout the year to address student issues.

**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**

LBMS is located in a rural area where each member of the community plays a critical role supporting the youth in the community. When contacted, businesses are willing to support school needs. For example, LBMS has several community business partners who provide resources for various school activities such as Career Day, Science Fair, Red Ribbon week as well as supporting our clubs and teams.

**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
	Teacher, K-12
Parrish, Carolyn	Principal
Hoard, Steve	Assistant Principal
Woodall, Chrystal	Guidance Counselor
Peeling, Bob	Guidance Counselor
Riherd, Barbara	Instructional Coach
Swilley, Crystal	Other
Hartin, Courtney	Instructional Coach
Dicks, Carla	Other

## Duties

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

Carolyn Parrish - Principal- Provides a vision and leadership for data-based decision making. Oversees all student based curriculum, monitors teachers' implementation of the Florida Standards, and communicates with parents regarding all school activities.

Steve Hoard- Assistant Principal - Collaborates with Principal in order to provide a vision and leadership for data-based decision making. Oversees facilities, safety and security as well as the discipline at LBMS.

Chrystal Woodall – Guidance – Oversees implementation of ESE support services, including but not limited to planning and program evaluation. Facilitates communication through teacher/parent conferences. Provides counseling as needed.

Bob Peeling - Guidance – LBMS testing coordinator. Facilitates communication through teacher/parent conferences. Develops and maintains master schedule and classroom roster assignments for LBMS. Provides counseling as needed.

Crystal Swilley, Reading Coach – Develops, leads, and evaluates school reading content standards and programs. Identifies and supports intervention strategies suggested by team. Assists with school progress monitoring assessments. Assists with school wide screening programs that provide intervention for "at risk students". .

Barbara Riherd, Math Coach – Develops, leads, and evaluates school math content standards and programs. Analyzes math data so that appropriate professional development is planned. Locates appropriate resources and helps facilitate professional development for teachers. Assists with school progress monitoring assessments. (funded through Title IIA)

Courtney Hartin, Reading Coach - Develops, leads, and evaluates school reading content standards and programs and how it relates to the Rti process. Provides professional development which includes daily classroom coaching/modeling of best practices and instructional strategies for teachers. Identifies and supports intervention strategies suggested by team. Analyzes and gathers data on students who are currently in the Rti process. Assists with school progress monitoring assessments. (funded through Title VI)

Carla Dicks- School TSC. Develops, leads and facilitates teacher professional development. Supports teacher needing improvement modeling and coaching of best practices and instructional strategies.

### ***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***

School leadership, in coordination with district personnel, meet prior to the beginning of the school year to disaggregate data and allocate available resources, thus creating a "plan" for the upcoming school year. Using this "plan" classes are created, personal resources are assigned to appropriate classes, materials are acquired and distributed in order to best meet the needs of all students .

During the school year, under the leadership of the principal, the Administrative Team meets weekly to address current and upcoming needs at LBMS. Throughout the year, after students have taken grade level assessments in various subjects, data meetings are held with appropriate teachers to disaggregate and discuss results and implications of the assessments in order to re mediate the needs of individual students.

Monthly grade level MTSS meetings are held to discuss needs, successes, and interventions for individual MTSS students.

Biweekly grade level team meetings are held to discuss team level needs, student needs and to provide professional development.

As needed, textbook committees are formed to assess the best resources available for student needs at LBMS.

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
April Crawford	Teacher
Elizabeth Griffis	Teacher
Carolyn Parrish	Principal
Bobbie Morgan	Business/Community
Mary Brown	Business/Community
Ella Littles	Business/Community
Vicki Wilson	Education Support Employee
Tim Rose	Business/Community
Dorothy Green	Business/Community
Alvin Griffis	Business/Community
Lisa Underhill	Business/Community

**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*

School based administrators and teachers examine the data and goals imbedded in the previous years' SIP as an evaluation process to continue planning for the next year.

*Development of this school improvement plan*

The SAC Committee reviewed the SIP plan that was written by school personnel/ SAC members and provided both input and discussion on the SIP plan.

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

Administration works closely with district staff to plan and implement school budget utilizing all available resources efficiently. Administration communicates these expenditures with school staff in an effort to inform all stakeholders of the budget process.

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

n/a

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

Yes

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

**Literacy Leadership Team (LLT)**

## Membership:

Name	Title
Parrish, Carolyn	Principal
Swilley, Crystal	Instructional Coach
McQueen, Katie	Teacher, K-12
Conner, Priscilla	Teacher, K-12
Osteen, Pam	Teacher, K-12

## Duties

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

The major initiative for the 2015-2016 school year is to increase awareness of literacy in the Lake Butler Community. School wide programs are put in place monthly to remind the community of the importance of reading. Student literacy programs such as Achieves 3000 and Accelerated Reader provide students with the opportunity to increase their individual lexile and reach personal goals throughout the year. Both programs offer rewards each 9 weeks as incentives to motivate students.

## 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**

LBMS encourages positive working relationships between teachers by providing common grade level planning time, in order to collaborate strategies for student success. LBMS has arranged the master schedule so that Co-teacher/Inclusion teachers work together the entire day and have common planning. Professional Learning Communities have been developed to facilitate student growth.

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

1. Provide quality professional development to improve teachers professional practices.
2. Advertise teaching positions statewide seeking the most qualified candidate for available positions.
3. Create a working and learning culture within the school that enhances job promotion.

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

All new employees are assigned a teacher mentor who will provide guidance and support on a day to day basis. The TSC (teacher support colleague) as well as the academic coaches work closely with all teachers to help develop best practice, model lessons, and provide general support when ever needed. Weekly workshops are offered to all staff on varying relevant topics throughout the year.

## 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***

Each department at LBMS collaborates in order to develop a standards based curriculum map from the current Florida Standards. Teachers pull instructional resources from a variety of places such as state approved texts, CPALMS, and supplemental materials as well as computer based programs.

### **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***

Lake Butler Middle School provides data for teachers through the Performance Matters assessments in Reading, Math, Science and Social Studies. Data is also collected through Achieve 3000 and IXL. Each teacher has access to students strengths and weaknesses in each core area of learning. Team meetings are held every other week to discuss any student needs as well as MTSS meetings, which help teachers with differentiating the needs of struggling students.

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

**Strategy:** After School Program

**Minutes added to school year:** 1,920

LBMS will offer an afterschool program where the teachers will work with students on skills that have been identified to be weak in reading and math. They will integrate technology into their after school instruction to motivate and assist students.

#### ***Strategy Rationale***

Providing students who need extra help with reading and math, through one on one positive instruction

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

- Core Academic Instruction

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

Swilley, Crystal, swilleyc@union.k12.fl.us

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

Data will be collected through Performance Matters, Achieve 3000, Tenmarks, IXL, and FSA.

**Strategy:** Summer Program

**Minutes added to school year:** 8,640

Course recovery for those students who are missing academic credits.

**Strategy Rationale**

Students who are provided with this opportunity can retake failed courses rather than be retained the following year.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Peeling, Bob, peelingb@union.k12.fl.us

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

Successful completion of the course.

**Strategy:** Before School Program

**Minutes added to school year:** 4,800

Students are offered extra support in reading or math each morning as well as availability of computer based programs.

**Strategy Rationale**

Offering this extra support before school gives those students who do not have technology at home the opportunity to engage with these programs beyond the school day.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Parrish, Carolyn, parrishc@union.k12.fl.us

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

Data will be collected through Performance Matters, Achieve 3000, Tenmarks, IXL, and FSA.



**Strategy:** Before School Program

**Minutes added to school year:** 3,600

IXL/ Achieve3000 lab is offered on a daily basis for students to work at their independent level

**Strategy Rationale**

Providing before school labs, helps students who do not have the opportunity to work on computers in the home environment.

**Strategy Purpose(s)**

""

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

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

Florida Assessment, Performance Matters, will be used to determine student growth

**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**

Lake Butler Middle school has only one feeder elementary with which we have on-going communication . All resources, data, and common professional development through out the year are shared with the elementary and high school. This situation provides a smooth transition from the elementary to the middle school and the middle school to the high school.

**College and Career Readiness**

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

n/a

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

LBMS offers Microsoft certification to students enrolled in the business academy.

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

n/a

**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:

.

### 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.** 60% of the students will score at a Level 3 or higher on the 2016 FSA (Florida State Assessment) in reading.
- G2.** 65% of the students will score at a level 3 or higher on the 2016 FSA (Florida State Assessment ) in Math.
- G3.** 60% of students will score level 3 or higher on the FCAT ( Florida Comprehensive Assessment Testing ) in Science.

## 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.** 60% of the students will score at a Level 3 or higher on the 2016 FSA (Florida State Assessment) in reading. 1a

G061352

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	60.0

**Resources Available to Support the Goal** 2

- Collections curriculum with high level texts
- Scholastic magazines
- Remediation pull out classes
- Core Connections professional learning sessions for ELA teachers

**Targeted Barriers to Achieving the Goal** 3

- Student motivation in regards to difficult tasks.
- Academic instruction not matching the rigor of assessed standards.

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

Performance Matters assessments

**Person Responsible**

Crystal Swilley

**Schedule**

Quarterly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Comparison of data from PM 0 to PM 3

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

Classroom observations

**Person Responsible**

Carolyn Parrish

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

**G2.** 65% of the students will score at a level 3 or higher on the 2016 FSA (Florida State Assessment ) in Math. **1a**

G061353

**Targets Supported** **1b**

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	65.0

**Resources Available to Support the Goal** **2**

- CPALMS, IXL, FSA Mathematics Item Specifications, Tenmarks

**Targeted Barriers to Achieving the Goal** **3**

- Teachers need a thorough understanding of the expectations of the new Florida Standards for Mathematics.
- Struggling students need additional support with FSA standards.

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

Progress will be monitored with teacher-made assessments and progress monitoring.

**Person Responsible**

Barbara Riherd

**Schedule**

Quarterly, from 8/20/2015 to 6/3/2016

**Evidence of Completion**

Performance Matters Assessments, teacher-made assessments, IXL, and Florida State Math Assessment.

**G3.** 60% of students will score level 3 or higher on the FCAT ( Florida Comprehensive Assessment Testing ) in Science. 1a

G061355

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0

**Resources Available to Support the Goal** 2

- HMH/Glencoe Textbooks,
- CPalms
- Professional development sessions on science standards
- Vocabulary resources and templates in digital format (TIGERS Notebook)

**Targeted Barriers to Achieving the Goal** 3

- Explicit vocabulary is often a stumbling block for student comprehension.

**Plan to Monitor Progress Toward G3.** 8

Performance Matters Benchmark Data

**Person Responsible**

Carolyn Parrish

**Schedule**

Quarterly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Science Performance Matters Spirals Data Meeting Agendas

## 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.** 60% of the students will score at a Level 3 or higher on the 2016 FSA (Florida State Assessment) in reading. **1**

 G061352

**G1.B1** Student motivation in regards to difficult tasks. **2**

 B156671

**G1.B1.S1** Have remediation classes work in small group with low teacher/student ratio. **4**

 S168212

#### Strategy Rationale

Students who receive closer monitoring and instruction will be more motivated to attack difficult tasks.

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

Additional remedial classes geared toward level one students.

#### Person Responsible

Carla Dicks

#### Schedule

Daily, from 8/24/2015 to 6/3/2016

#### Evidence of Completion

Student data will be monitored with the PM assessments.

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

Monitoring will be done through lesson plans, data assessments

**Person Responsible**

Crystal Swilley

**Schedule**

Quarterly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

Lessons will correlate with data from PM

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

As data reflects strengths and weaknesses of students, lesson plans will be adjusted to cover standards that need to be re-taught.

**Person Responsible**

Crystal Swilley

**Schedule**

Quarterly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

Data chats will be held with teachers after each progress monitoring assessments.

**G1.B2** Academic instruction not matching the rigor of assessed standards. 2

B156672

**G1.B2.S1** Collections curriculum from HMHarcourt will be used in ELA classrooms. 4

S168213

**Strategy Rationale**

Provides rigorous texts that are at grade level.

**Action Step 1** 5

In depth breakdown of standards and training on aligning instruction with the rigor of standards.

**Person Responsible**

Crystal Swilley

**Schedule**

Semiannually, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Lesson plans, lesson observations, progress monitoring assessments, FSA

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

Lessons will be developed to reflect on-line use of the Collections series.

**Person Responsible**

Carolyn Parrish

**Schedule**

Quarterly, from 10/20/2014 to 5/31/2015

**Evidence of Completion**

iObservation of use in the classrooms



**G2.** 65% of the students will score at a level 3 or higher on the 2016 FSA (Florida State Assessment ) in Math.

1

G061353

**G2.B1** Teachers need a thorough understanding of the expectations of the new Florida Standards for Mathematics. 2

B156673

**G2.B1.S1** Collaboration among teachers using Florida Standards and item specifications to analyze the new Florida Math Standards. 4

S168214

### Strategy Rationale

Teachers and the math coach will conference about each unit to help break down the expectations of each new math standards and locate resources. NEFEC will be used as a resource to help teachers increase background knowledge on selected units.

### Action Step 1 5

Locate appropriate materials to teach the new Florida Standards for Mathematics.

#### Person Responsible

Carla Dicks

#### Schedule

On 6/3/2016

#### Evidence of Completion

Lesson Plans, Observations

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

Fidelity will be monitored though lesson plans and walk throughs

#### Person Responsible

Carolyn Parrish

#### Schedule

Quarterly, from 8/20/2015 to 6/3/2016

#### Evidence of Completion

2016 Math State Assessment

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

Effectiveness of strategies will be monitored with reports from online programs and teacher-made tests.

**Person Responsible**

Barbara Riherd

**Schedule**

Quarterly, from 8/20/2015 to 6/3/2016

**Evidence of Completion**

Reports from Performance Matters, IXL, Tenmarks, formative assessments, and teacher-made assessments. 2015 State Math Assessment will also provide evidence.

**G2.B2 Struggling students need additional support with FSA standards. 2**

 B180350

**G2.B2.S1** As resources allow, below level students will be enrolled in an Intensive math class in addition to their regular math class. 4

 S191622

**Strategy Rationale**

To provide student support for grade level standards and remediate gaps in math content from previous grades.

**Action Step 1 5**

Based on previous state tests and teacher recommendations, students will be identified for small group support through an intensive math class.

**Person Responsible**

Bob Peeling

**Schedule**

On 8/20/2015

**Evidence of Completion**

Course schedules

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

Have intensive math classes in order to cover, both missing skills from previous grades as well as reinforce grade level standards with a low teacher/student ratio.

**Person Responsible**

Carolyn Parrish

**Schedule**

Daily, from 8/20/2015 to 6/3/2016

**Evidence of Completion**

Curriculum Pacing Guide, Lesson Plans, Observations

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

Effectiveness will be monitored by the growth on the FSA as well as student grades and progress monitoring assessments.

**Person Responsible**

Carolyn Parrish

**Schedule**

Quarterly, from 8/20/2015 to 6/3/2016

**Evidence of Completion**

FSA data, class grades, Performance Matters assessments

**G3.** 60% of students will score level 3 or higher on the FCAT ( Florida Comprehensive Assessment Testing ) in Science. 1

G061355

**G3.B1** Explicit vocabulary is often a stumbling block for student comprehension. 2

B156676

**G3.B1.S1** Science teachers, Reading and TSC Coach will collaborate to develop strategies to enhance LBMS students' science vocabulary and comprehension skills. 4

S168216

### Strategy Rationale

The difficulty of science vocabulary often inhibits many student's comprehension of the science curriculum.

### Action Step 1 5

TSC and Reading Coaches will provide training and modeling of vocabulary and comprehension strategies.

#### Person Responsible

Courtney Hartin

#### Schedule

Quarterly, from 8/24/2015 to 6/3/2016

#### Evidence of Completion

PD sign in log

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

Lesson plans, walk throughs, and coaches logs

#### Person Responsible

Crystal Swilley

#### Schedule

Quarterly, from 8/24/2015 to 6/3/2016

#### Evidence of Completion

Lesson Plans, Walk Throughs

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

Performance Matters Science, teacher created Assessments, State Science Assessment

**Person Responsible**

Crystal Swilley

**Schedule**

Quarterly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Performance Matters Assessment Scores, State Science Assessment Scores

**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	Additional remedial classes geared toward level one students.	Dicks, Carla	8/24/2015	Student data will be monitored with the PM assessments.	6/3/2016 daily
G2.B1.S1.A1	Locate appropriate materials to teach the new Florida Standards for Mathematics.	Dicks, Carla	8/20/2015	Lesson Plans, Observations	6/3/2016 one-time
G3.B1.S1.A1	TSC and Reading Coaches will provide training and modeling of vocabulary and comprehension strategies.	Hartin, Courtney	8/24/2015	PD sign in log	6/3/2016 quarterly
G2.B2.S1.A1	Based on previous state tests and teacher recommendations, students will be identified for small group support through an intensive math class.	Peeling, Bob	8/3/2015	Course schedules	8/20/2015 one-time
G1.B2.S1.A1	In depth breakdown of standards and training on aligning instruction with the rigor of standards.	Swilley, Crystal	8/24/2015	Lesson plans, lesson observations, progress monitoring assessments, FSA	6/3/2016 semiannually
G1.MA1	Performance Matters assessments	Swilley, Crystal	8/24/2015	Comparison of data from PM 0 to PM 3	6/3/2016 quarterly
G1.MA2	Classroom observations	Parrish, Carolyn	8/24/2015		6/3/2016 monthly
G1.B1.S1.MA1	As data reflects strengths and weaknesses of students, lesson plans will be adjusted to cover standards that need to be re-taught.	Swilley, Crystal	8/24/2015	Data chats will be held with teachers after each progress monitoring assessments.	6/3/2016 quarterly
G1.B1.S1.MA1	Monitoring will be done through lesson plans, data assessments	Swilley, Crystal	8/24/2015	Lessons will correlate with data from PM	6/3/2016 quarterly
G1.B2.S1.MA1	Lessons will be developed to reflect on-line use of the Collections series.	Parrish, Carolyn	10/20/2014	iObservation of use in the classrooms	5/31/2015 quarterly
G2.MA1	Progress will be monitored with teacher-made assessments and progress monitoring.	Riherd, Barbara	8/20/2015	Performance Matters Assessments, teacher-made assessments, IXL, and Florida State Math Assessment.	6/3/2016 quarterly
G2.B1.S1.MA1	Effectiveness of strategies will be monitored with reports from online programs and teacher-made tests.	Riherd, Barbara	8/20/2015	Reports from Performance Matters, IXL, Tenmarks, formative assessments, and teacher-made assessments. 2015 State Math Assessment will also provide evidence.	6/3/2016 quarterly

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	Fidelity will be monitored through lesson plans and walk throughs	Parrish, Carolyn	8/20/2015	2016 Math State Assessment	6/3/2016 quarterly
G2.B2.S1.MA1	Effectiveness will be monitored by the growth on the FSA as well as student grades and progress monitoring assessments.	Parrish, Carolyn	8/20/2015	FSA data, class grades, Performance Matters assessments	6/3/2016 quarterly
G2.B2.S1.MA1	Have intensive math classes in order to cover, both missing skills from previous grades as well as reinforce grade level standards with a low teacher/student ratio.	Parrish, Carolyn	8/20/2015	Curriculum Pacing Guide, Lesson Plans, Observations	6/3/2016 daily
G3.MA1	Performance Matters Benchmark Data	Parrish, Carolyn	8/24/2015	Science Performance Matters Spirals Data Meeting Agendas	6/3/2016 quarterly
G3.B1.S1.MA1	Performance Matters Science, teacher created Assessments, State Science Assessment	Swilley, Crystal	8/24/2015	Performance Matters Assessment Scores, State Science Assessment Scores	6/3/2016 quarterly
G3.B1.S1.MA1	Lesson plans, walk throughs, and coaches logs	Swilley, Crystal	8/24/2015	Lesson Plans, Walk Throughs	6/3/2016 quarterly

## 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.** 60% of the students will score at a Level 3 or higher on the 2016 FSA (Florida State Assessment) in reading.

**G1.B1** Student motivation in regards to difficult tasks.

**G1.B1.S1** Have remediation classes work in small group with low teacher/student ratio.

### **PD Opportunity 1**

Additional remedial classes geared toward level one students.

#### **Facilitator**

Carla Dicks

#### **Participants**

ELA teachers including remedial teachers

#### **Schedule**

Daily, from 8/24/2015 to 6/3/2016

**G1.B2** Academic instruction not matching the rigor of assessed standards.

**G1.B2.S1** Collections curriculum from HMHarcourt will be used in ELA classrooms.

### **PD Opportunity 1**

In depth breakdown of standards and training on aligning instruction with the rigor of standards.

#### **Facilitator**

Core Connections

#### **Participants**

ELA Department

#### **Schedule**

Semiannually, from 8/24/2015 to 6/3/2016

**G2.** 65% of the students will score at a level 3 or higher on the 2016 FSA (Florida State Assessment ) in Math.

**G2.B1** Teachers need a thorough understanding of the expectations of the new Florida Standards for Mathematics.

**G2.B1.S1** Collaboration among teachers using Florida Standards and item specifications to analyze the new Florida Math Standards.

**PD Opportunity 1**

Locate appropriate materials to teach the new Florida Standards for Mathematics.

**Facilitator**

Barbara Riherd

**Participants**

Math Department

**Schedule**

On 6/3/2016

**G3.** 60% of students will score level 3 or higher on the FCAT ( Florida Comprehensive Assessment Testing ) in Science.

**G3.B1** Explicit vocabulary is often a stumbling block for student comprehension.

**G3.B1.S1** Science teachers, Reading and TSC Coach will collaborate to develop strategies to enhance LBMS students' science vocabulary and comprehension skills.

**PD Opportunity 1**

TSC and Reading Coaches will provide training and modeling of vocabulary and comprehension strategies.

**Facilitator**

Administration and Academic/TIF Coaches

**Participants**

Science Department

**Schedule**

Quarterly, from 8/24/2015 to 6/3/2016



## Technical Assistance Items

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

### Budget

#### Budget Data

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Additional remedial classes geared toward level one students.</b>				<b>\$0.00</b>
<b>2</b>	<b>G1.B2.S1.A1</b>	<b>In depth breakdown of standards and training on aligning instruction with the rigor of standards.</b>				<b>\$4,932.66</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	520-Textbooks	0022 - Lake Butler Middle School	General Fund		\$823.88
<i>Notes: Scholastic Storyworks, Scholastic Scope</i>						
	5100	520-Textbooks	0022 - Lake Butler Middle School	General Fund		\$1,339.00
<i>Notes: Journeys - 5th Grade, Triumph Learning 6th - 8th</i>						
	5100	520-Textbooks	0022 - Lake Butler Middle School	General Fund		\$870.00
<i>Notes: History Books</i>						
	5100	520-Textbooks	0022 - Lake Butler Middle School	General Fund		\$1,197.40
<i>Notes: Scholastic Science, Science Books</i>						
	5100	520-Textbooks	0022 - Lake Butler Middle School	General Fund		\$702.38
<i>Notes: ELA and Reading Classroom Books</i>						
<b>3</b>	<b>G2.B1.S1.A1</b>	<b>Locate appropriate materials to teach the new Florida Standards for Mathematics.</b>				<b>\$9,788.20</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	520-Textbooks	0022 - Lake Butler Middle School	General Fund		\$141.75
<i>Notes: Pre-Algebra Books</i>						
	5100	520-Textbooks	0022 - Lake Butler Middle School	General Fund		\$3,849.45
<i>Notes: Algebra I Books</i>						
	5100	520-Textbooks	0022 - Lake Butler Middle School	General Fund		\$165.00
<i>Notes: Go Math</i>						
	5100	520-Textbooks	0022 - Lake Butler Middle School	General Fund		\$1,664.00

<b>Budget Data</b>					
			<i>Notes: Curriculum Assoc. Math</i>		
	5100	520-Textbooks	0022 - Lake Butler Middle School	General Fund	\$3,968.00
			<i>Notes: Common Core Math</i>		
4	G2.B2.S1.A1	<b>Based on previous state tests and teacher recommendations, students will be identified for small group support through an intensive math class.</b>			<b>\$0.00</b>
5	G3.B1.S1.A1	<b>TSC and Reading Coaches will provide training and modeling of vocabulary and comprehension strategies.</b>			<b>\$0.00</b>
<b>Total:</b>					<b>\$14,720.86</b>