

Lake Weir Middle School



2016-17 Schoolwide Improvement Plan

Lake Weir Middle School

10220 SE SUNSET HARBOR RD, Summerfield, FL 34491

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	D*	D	D

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Lake Weir Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission is to ensure all students graduate from a safe and caring school equipped with knowledge, skills, and a desire to succeed! Lakeside Pride gives back to the community young adults prepared for a future that includes high school graduation, college and workforce readiness, and citizenship that promotes positive social change.

b. Provide the school's vision statement.

Lakeside Pride motivates us to move from good to great by creating supportive environments for challenging, engaging, and satisfying work for each student, every day!

2. School Environment

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

As a positive behavior support school with a strong background in the middle school teaming model, a primary consideration for all stakeholders is how interactions among educators, students, families, and school leaders focus efforts toward the unique and individual needs of students, social-emotional development, and academic success. Frequent meetings among and between grade levels, departments, teams, and leadership provide a systematic approach to program evaluation, differentiated instruction, and shared accountability. Frequent parent involvement activities establish two-way communication and nurture strong partnerships between the school and community.

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

Positive Behavior Support research and high-expectations for student and adult behavior are the foundation for school safety. Teach, Model, Practice, Reward, as the pillars of procedures, routines, and school-wide expectations set the school for success! Our daily affirmation and school motto reflect the school-wide commitment to positive, supportive environments, and shared accountability for school safety. Persistent supervision of all school operations is a number one priority. Counseling services are provided to students and families when needed to ensure healthy social-emotional development. Bullying and other social barriers to learning are addressed throughout the school year through mentoring programs, behavior improvement plans, and the Multi-Tiered System of Supports (MTSS) processes.

Affirmation:

Today is a new day. I will use my education and relationships to overcome challenges and to achieve my hopes and dreams for the future. I will get something from today; what that will be is up to me. I choose hard work, responsibility, and respect for self and others because at Lake Weir Middle we SOAR!

Motto:

All means ALL! All staff will hold high expectations for all students. All students will learn and achieve. All parents will participate in their child's education in a meaningful way. All school leaders will support families, students, and teachers in order to return to the community educated and inspired youth.

c. 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.

Positive Behavior Support and the Quality Referral Process. All stakeholders are trained in the use of behavior interventions and behavior modification strategies supported through the Teach, Model, Practice, Reward approach. A school-wide token economy is used to recognize positive, supportive behaviors. Discipline data is frequently reviewed to identify areas in need of improvement. The school received model status last year for fidelity of PBS implementation. The quality referral process is designed to reduce the number of referrals by effectively intervening upon disruptive behavior.

d. 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 school has several mentoring programs:

Deans meet with Tier 2-Tier 3 behavior students on a monthly basis for goal setting and behavior modification.

Daily "check in-check out" procedures are used with fidelity.

The middle school model of teaming is used to support positive and intimate relationships between adults and students. Teams meet bi-weekly to "own" their students, complete "care and concern" conversations, and establish interventions for individual and small groups of students.

Guidance Counselors and Administration meet with students on a monthly basis for goal setting and academic conversations.

Guidance Counselors meet individually and in small groups to assist students and families in overcoming barriers to learning, both in and outside of the school.

All stakeholders approach students with a mindset as reflected in our motto: All means ALL! All staff will hold high expectations for all students. All students will learn and achieve. All parents will participate in their child's education in a meaningful way. All school leaders will support families, students, and teachers in order to return to the community educated and inspired youth.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Early warning indicators include: school attendance, in-out of school suspensions, course failure in ELA or math, and level 1 proficiency status. Students who fall into one or more categories are identified so that all educators and staff associated with this student are able to participate in an intervention plan specific to the needs of the student. Educators are trained in strategies proven effective in addressing the specific need and participate in frequent progress monitoring to make a positive impact on change for the individual or small groups of students. MTSS processes, 8 Step Problem Solving, and weekly team, department, and grade level meetings, ensure review of progress and innovative approaches for improvement.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	28	46	61	0	0	0	0	135	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	16	72	35	0	0	0	0	123	
Level 1 on statewide assessment	0	0	0	0	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
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	56	86	49	0	0	0	0	191	

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

The following link provides a wide variety of strategies for engaging students and families in the educational process. Please take a moment to visit this tremendous resource. In lieu of itemizing all strategies, and since strategies are selected based upon unique student needs, a sampling is provided here. Please note that two school-wide models of intervention include student mentoring and the middle school model of teaming to promote a single focus and positive relationships among students and stakeholders.

<http://www.schoolengagement.org/index.cfm/Attendance>

Attendance- Social Work visits, Wake-up calls, Incentives

Suspensions- Check-in/Check-out, Counsel upon Return, Behavior Contracts, PBS

Course Failure- Extended Learning (before and after school), Summer school, Goal setting,

Opportunities for Unit Recovery

Level 1s- MTSS, Academic Coaches, Intensive Reading and Math instruction, Success Maker

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

2. 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.

See online PIP

Lake Weir Middle builds partnerships with local businesses, churches, and community organizations,

such as Kiwanis, in order to bring community support into the classroom. Our teachers work with business sponsorship and service learning to return to the community needed resources and valuable relationships toward the overall health and growth of the community.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Callaway, Stephanie	Principal
Zadnik, Paige	Assistant Principal
Watts, Columbus	Assistant Principal
Howard, Debra	Instructional Coach
Turner, Miranda	Instructional Coach

b. Duties

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

Serve the educational community through an innovative vision and mission and ensure the highest quality of instructional services toward positive social change. Lead the school in improvement processes that include on time promotion, high-school readiness and graduation, and college and/or workforce readiness. Facilitate organization development through research, practice, and program evaluation. Ensure a safe, positive, and caring learning environment. Be visible, create partnerships, and be an instructional leader!

2. 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.

Program cohesion is possible as a result of understanding facets of organizational development that feed into one vision for how the school accomplishes work. Lake Weir Middle School believes that people and relationships matter most as evidenced in our focus on positive, supportive environments. As such funds are prioritized for personnel followed by professional development and technology. Administration is responsible for creating a year-long meeting schedule that addresses the diversity of faculty and student needs. Technology and media equipment is inventoried on an annual basis and the principal and Title I Instructional Support Personnel (ISP) meet monthly to review the plan for spending and how to apply resources for the highest impact.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Teacher
Sheri Smith	Parent
Stephanie Callaway	Principal
Cathy Beal	Business/Community
Tracy Byrd	Parent
Edward Barrio	Education Support Employee
Joseph Barnes	Teacher
Debra Howard	Education Support Employee
Paige Zadnik	Education Support Employee
Patricia Glover	Parent
Miranda Turner	Education Support Employee
Antron Woods	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

At the first SAC meeting held in September, SAC reviewed the 2016-2017 SIP and 201-2017 PIP and recommended changes to improve both plans for the 2016-2017 school year.

b. Development of this school improvement plan

The components of the plan are discussed with the SAC. The LWMS SAC members value and focus on the importance of continually improving communication between the school and families to share the important facets of academics and school life. The partnership between families and the school is essential to student success.

c. Preparation of the school's annual budget and plan

The SAC membership will offer the opportunity to teachers to submit a grant application for a specific dollar amount to be used for classroom instruction. The SAC will review the applications and award grants based on positive student impact in the classroom.

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

No SAC funds were used in 2015-2016 school year.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Callaway, Stephanie	Principal
Zadnik, Paige	Assistant Principal
Watts, Columbus	Assistant Principal
Howard, Debra	Instructional Coach
Turner, Miranda	Instructional Coach
Kutz, Laura	Instructional Media
Brooks, Michelle	School Counselor
Tripp, Janis	School Counselor
Styles, Jennifer	School Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

At monthly LLT meetings, the team analyzes literacy performance data and plans professional learning for areas in need of improvement. The academic coaches work together to facilitate action research, lesson studies, and program cohesion between the reading and ELA departments. The media specialist incorporates a variety of school-wide literacy events to include information and communication technologies.

D. Public and Collaborative Teaching

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

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Each day begins with common planning time for all teachers during which teachers are encouraged to collaborate with their peers. Additionally, a specific and intentional frame of support through a meeting matrix provides for collaboration from a variety of perspectives. As Lake Weir Middle utilizes the teaming model, each team meets twice a month to discuss student progress, needs, and concerns. The teams also use this time to calibrate their procedures and expectations. Additionally, teachers have the option to meet once a month as a department to discuss instructional pacing, academic needs, and resources. To ensure that teachers are collaboratively planning across the spectrum, teachers also have the option to meet once a month as a grade level. During these meetings teachers discuss needs particular to the grade level of students served and calibrate for consistency of expectations.

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

The principal attends local college and university employee job fairs to meet educators poised to begin their career and to share the exciting opportunities found at Lake Weir Middle with these potential applicants. All available jobs for Lake Weir Middle are posted on the district online employment system, through which highly qualified and certified-in-field teachers are hired. All teachers new to Lake Weir Middle, whether a first-year or veteran teacher, are assigned a peer teacher who assists with ongoing support in the areas of academic instruction and school operation. Additionally, all teachers are part of a team and department through which instructional support is provided. Guidance counselors, deans, and academic coaches provide support in their areas of specialization and the administration provides

ongoing support for all teachers. It is also important to the Lake Weir Middle teachers and staff that all employees feel they are an important part of the Lake Weir Middle family. A committee of teachers and staff members focuses on ongoing recognition of staff members by providing opportunities for recognizing peers for positive support and celebrating individual members.

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

All first-year teachers are assigned a mentor to support them through their initial year of teaching. These mentor teachers are selected based on their subject area of instruction, educational experience, and leadership strength. As outlined through the district mentoring program, the mentor teachers provide ongoing support, which is logged and documented with the district. The support of the teacher mentor is vital to the success of the first-year teacher.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

All instruction at Lake Weir Middle is aligned to the Florida Standards. Teachers utilize the curriculum maps provided by the district and directly aligned to the Florida Standards. Teachers also utilize CPALMS, aligned with the Florida Standards and provided by the Florida Department of Education for academic resources and planning. All textbooks and accompanying resources are adopted through the district and support the Florida Standards.

b. Instructional Strategies

1. 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 addition to grade level course work, struggling students receive intensive remediation in the areas of reading and math. Students also receive differentiated opportunities for self-directed learning, practice, and self-evaluation through the use of rubrics, collaboration, and computer-supported instruction and assessment. Student motivation, as a key element of academic adjustment, is addressed through social activities centered on collaboration, problem solving, and project based learning. The mastery teaching lesson design, otherwise known as direct instruction, supports differentiated learning through concept mapping, guided practices, Kagan structures, distributive summaries, and closure. Performance data from AIMSweb, Learning Checks, Document Based Questions, Close Reading Lessons, Reading/Writing Assessments, and District Benchmark Assessments-along with Early Warning Indicators-provide multiple vantage points for progress monitoring individual and small groups of students. Ongoing progress monitoring at monthly team, department, and grade level meetings ensures teacher collaboration with a single focus of helping students move to the next proficiency level.

2. 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: 21,600

Tutoring Program

Strategy Rationale

Paraprofessionals offer academic tutoring and unit recovery opportunities through support one hour before and after school each day. All students are invited to participate.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Callaway, Stephanie, stephanie.callaway@marion.k12.fl.us

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

Attendance, Course grades, Reading and Math proficiency levels, Early Warning Indicators

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Each incoming student cohort is provided support by the grade-level teachers, the grade-level guidance counselor (who follows the cohort), academic coaches, deans, and the administration. Teachers meet by team and grade level to ensure that the needs of the cohort are met and that the teachers are proactive in providing resources and support for the students. As each cohort moves throughout middle school, the students are provided support to prepare them for becoming high school students prepared for the level of academic rigor and ready to take advantage of the many opportunities available in high school.

b. College and Career Readiness

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

All 8th grade students are required to take a course titled My Career Shines, which assists students in identifying their interests and strengths and the careers with which these align. As part of the course, the students fill out a high school/career goals worksheet to help them plan for their future. This course is facilitated by the cohort's guidance counselor. All students will take part in a program called "Direct Your Future" through which students will explore potential careers, learn how to plan for and keep a job, and discover how to search for a job.

Marion County Public Schools implements standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so they will be prepared to succeed in college, careers, and life.

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

Elective choices for students include Exploration of Health Occupations, Exploration of Agriscience, Introduction to Technology, and Computer Applications in Business. Seventh grade students taking Exploration of Health Occupations will take the Photoshop certification exam.

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

The school provides a wheel of vocational courses to introduce students to a variety of topics, programs, and support for career and technical education. CTE instructors work collaboratively with core academic area teachers in providing meaningful interventions for struggling students. STEM instruction is most commonly found in the technology studies.

The Florida Standards supports the implementation of the skills and knowledge necessary for success in STEM related experiences. Marion County Public Schools implements the Florida Standards which consist of:

- A curriculum driven by problem-solving, discovery and exploratory learning, that requires students to actively engage a situation in order to find its solution.
- Innovative instruction allows students to explore greater depths of all of the subjects by utilizing the skills learned.
- Independent and collaborative research projects embedded in the curricula.
- Collaboration, communication, and critical thinking skills threaded throughout the curricula.
- Real-world, problem-based applications.
- Content rich instruction.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** All teachers will demonstrate effective standards-based lesson planning inclusive of differentiated instruction (DI), rigor, and student feedback, which will result in improved student performance and increased proficiency rates.

Strategic Goals Detail

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

G1. All teachers will demonstrate effective standards-based lesson planning inclusive of differentiated instruction (DI), rigor, and student feedback, which will result in improved student performance and increased proficiency rates. 1a

G084590

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	65.0
Civics EOC Pass	65.0
Math Lowest 25% Gains	60.0
FSA Mathematics Achievement	60.0
FSA ELA Achievement	60.0
ELA/Reading Lowest 25% Gains	60.0
ELA/Reading Gains	60.0
Math Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Capacity for unwrapping standards and planning for rigorous assignments, which are necessary to scaffold mastery for all students

Resources Available to Help Reduce or Eliminate the Barriers 2

- Lead Teachers; Differentiated Accountability Team; Title I School; District professional development aligned to teachers' capacity for effective planning; Title II PD grant Learning Focused "Teaching with Higher Order Thinking and Rigor in Mind;" additional paraprofessional support for inclusive environments.
- Coaches, K-12 Academic Services; Florida Standards Assessments
- Collaboration Groups (Teams, CIA, PLCs), Learning Focused strategies

Plan to Monitor Progress Toward G1. 8

AIMSweb Reading and iReady Reading and Math performance data

Person Responsible

Miranda Turner

Schedule

Monthly, from 8/14/2016 to 5/27/2017

Evidence of Completion

Student performance data will show growth between diagnostics

Plan to Monitor Progress Toward G1. 8

Writing in the content areas (DBQs and RWAs)

Person Responsible

Paige Zadnik

Schedule

Monthly, from 8/14/2016 to 5/27/2017

Evidence of Completion

Student growth in the area of argument writing and text-based evidence writing will show growth between administrations

Plan to Monitor Progress Toward G1. 8

Science benchmark and FCAs

Person Responsible

Paige Zadnik

Schedule

Monthly, from 8/14/2016 to 5/27/2017

Evidence of Completion

Student growth in the area of the sciences will be evidence in growth between benchmark administrations and concept mastery through the use of FCAs.

Plan to Monitor Progress Toward G1. 8

Learning Checks

Person Responsible

Stephanie Callaway

Schedule

Monthly, from 8/14/2016 to 5/27/2017

Evidence of Completion

Mastery learning of Florida Standards across the curriculum

Plan to Monitor Progress Toward G1. 8

Course performance will include analyzing grades distributions among teachers, pass rates among students and subgroups, and causes of course failure

Person Responsible

Stephanie Callaway

Schedule

Monthly, from 9/25/2016 to 5/27/2017

Evidence of Completion

interims, report cards, unit deficiency reports, and teacher grades distribution reports

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

 = Problem Solving Step  S123456 = Quick Key

G1. All teachers will demonstrate effective standards-based lesson planning inclusive of differentiated instruction (DI), rigor, and student feedback, which will result in improved student performance and increased proficiency rates. **1**

 G084590

G1.B1 Capacity for unwrapping standards and planning for rigorous assignments, which are necessary to scaffold mastery for all students **2**

 B224792

G1.B1.S1 Teachers participate in district and school supported PD opportunities to understand how to effectively plan standards-based units and lessons and then apply this PD during Team and PLC strategic planning opportunities **4**

 S237177

Strategy Rationale

The school supports a continuation of the district-led PD in order to ensure teachers are planning with rigor in mind and routinely collaborating to Plan, Do, Check, Act.

Action Step 1 **5**

Provide specific times for teachers to meet for a variety of collaborative opportunities to include PLCs

Person Responsible

Stephanie Callaway

Schedule

Monthly, from 8/3/2016 to 5/27/2017

Evidence of Completion

Lesson Plans, PLC minutes

Action Step 2 **5**

Use SMART template and CIA/Team agendas to guide collaborations and data-based decision making

Person Responsible

Stephanie Callaway

Schedule

Weekly, from 8/14/2016 to 5/27/2017

Evidence of Completion

SMART template and meeting minutes

Action Step 3 5

Establish a leadership presence as support

Person Responsible

Stephanie Callaway

Schedule

Monthly, from 8/14/2016 to 5/27/2017

Evidence of Completion

Team Configurations; PD/PLC schedules. Each member of the leadership team is assigned to a specific team, PLC, and department

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

Leadership Team members are present during each Team/PLC meeting to monitor and provide assistance/feedback when necessary.

Person Responsible

Paige Zadnik

Schedule

Monthly, from 8/14/2016 to 5/27/2017

Evidence of Completion

Agendas/meeting minutes

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

Review of meeting minutes, leadership team participation/facilitation, problem-solving processes

Person Responsible

Stephanie Callaway

Schedule

Weekly, from 8/21/2016 to 5/26/2017

Evidence of Completion

Meeting minutes

G1.B1.S2 Use the Marion County Instructional Evaluation System (MCIES) to facilitate conversations with teachers about effective planning and high yield pedagogy. 4

S237178

Strategy Rationale

Two way communication about how to get the most out of every instructional minute for every student is critical in helping more students achieve proficiency at LWMS. Pervasive and persistent reflection on practice through Plan, Do, Check, Act.

Action Step 1 5

Routinely monitor results to support shared-reflection and feedback about high yield instructional strategies

Person Responsible

Stephanie Callaway

Schedule

Quarterly, from 9/1/2016 to 5/26/2017

Evidence of Completion

Formal evaluation planning conference and reflection conference. All teachers receiving on a quarterly basis, at a minimum, a "Soaring to Success" ticket which lists high yield strategies of focus for the school and notes which strategies are in use, along with reflective feedback. Trends identified and addressed school-wide, within groups, and/or individually.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Examine MCIES (teacher evaluation system) results for trends and facilitate improvement conversations

Person Responsible

Stephanie Callaway

Schedule

Quarterly, from 9/1/2016 to 5/26/2017

Evidence of Completion

MCIES walkthrough observation/informal observation/formal observation ratings by indicator for all three administrators, planning and reflection conferences, "Soaring to Success" tickets, school-based PLC instruction

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Student learning outcomes

Person Responsible

Stephanie Callaway

Schedule

Weekly, from 8/31/2016 to 5/26/2017

Evidence of Completion

Instructional efficacy will result in higher performance across subjects and Tiers

G1.B1.S3 Increase student participation in academic conversations; engaging discussions 4

 S237179

Strategy Rationale

As part of a positive classroom culture where students believe they are vital contributors, students must talk about their learning and must be held accountable to routinely participate in meaningful conversations.

Action Step 1 5

Learning Focused book study "Teaching with Higher Order Thinking and Rigor in Mind"

Person Responsible

Miranda Turner

Schedule

Monthly, from 9/19/2016 to 5/26/2017

Evidence of Completion

Teachers will regularly use higher order thinking strategies and rigorous assignments, as evidenced by "Soaring to Success" tickets, walkthrough, informal, and formal evaluation feedback.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Review lesson plans and observe classroom experiences

Person Responsible

Stephanie Callaway

Schedule

Weekly, from 9/1/2016 to 5/26/2017

Evidence of Completion

lesson plans, MCIES (teacher evaluation) data

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Student learning outcomes

Person Responsible

Stephanie Callaway

Schedule



Weekly, from 9/1/2016 to 5/26/2017

Evidence of Completion

All progress monitoring opportunities will show improved mastery as a result of engaging discussions

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1 M312554	Review of meeting minutes, leadership team participation/facilitation, problem-solving processes	Callaway, Stephanie	8/21/2016	Meeting minutes	5/26/2017 weekly
G1.B1.S2.MA1 M312556	Student learning outcomes	Callaway, Stephanie	8/31/2016	Instructional efficacy will result in higher performance across subjects and Tiers	5/26/2017 weekly
G1.B1.S2.MA1 M312557	Examine MCIES (teacher evaluation system) results for trends and facilitate improvement...	Callaway, Stephanie	9/1/2016	MCIES walkthrough observation/ informal observation/formal observation ratings by indicator for all three administrators, planning and reflection conferences, "Soaring to Success" tickets, school-based PLC instruction	5/26/2017 quarterly
G1.B1.S2.A1 A306406	Routinely monitor results to support shared-reflection and feedback about high yield instructional...	Callaway, Stephanie	9/1/2016	Formal evaluation planning conference and reflection conference. All teachers receiving on a quarterly basis, at a minimum, a "Soaring to Success" ticket which lists high yield strategies of focus for the school and notes which strategies are in use, along with reflective feedback. Trends identified and addressed school-wide, within groups, and/or individually.	5/26/2017 quarterly
G1.B1.S3.MA1 M312558	Student learning outcomes	Callaway, Stephanie	9/1/2016	All progress monitoring opportunities will show improved mastery as a result of engaging discussions	5/26/2017 weekly
G1.B1.S3.MA1 M312559	Review lesson plans and observe classroom experiences	Callaway, Stephanie	9/1/2016	lesson plans, MCIES (teacher evaluation) data	5/26/2017 weekly
G1.B1.S3.A1 A306407	Learning Focused book study "Teaching with Higher Order Thinking and Rigor in Mind"	Turner, Miranda	9/19/2016	Teachers will regularly use higher order thinking strategies and rigorous assignments, as evidenced by "Soaring to Success" tickets, walkthrough, informal, and formal evaluation feedback.	5/26/2017 monthly
G1.MA1 M312560	AIMSweb Reading and iReady Reading and Math performance data	Turner, Miranda	8/14/2016	Student performance data will show growth between diagnostics	5/27/2017 monthly
G1.MA2 M312561	Writing in the content areas (DBQs and RWAs)	Zadnik, Paige	8/14/2016	Student growth in the area of argument writing and text-based evidence writing will show growth between administrations	5/27/2017 monthly
G1.MA3 M312562	Science benchmark and FCAs	Zadnik, Paige	8/14/2016	Student growth in the area of the sciences will be evidence in growth between benchmark administrations and concept mastery through the use of FCAs.	5/27/2017 monthly
G1.MA4 M312563	Learning Checks	Callaway, Stephanie	8/14/2016	Mastery learning of Florida Standards across the curriculum	5/27/2017 monthly
G1.MA5 M312564	Course performance will include analyzing grades distributions among teachers, pass rates among...	Callaway, Stephanie	9/25/2016	interims, report cards, unit deficiency reports, and teacher grades distribution reports	5/27/2017 monthly
G1.B1.S1.MA1 M312555	Leadership Team members are present during each Team/PLC meeting to monitor and provide...	Zadnik, Paige	8/14/2016	Agendas/meeting minutes	5/27/2017 monthly
G1.B1.S1.A1 A306403	Provide specific times for teachers to meet for a variety of collaborative opportunities to include...	Callaway, Stephanie	8/3/2016	Lesson Plans, PLC minutes	5/27/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A2  A306404	Use SMART template and CIA/Team agendas to guide collaborations and data-based decision making	Callaway, Stephanie	8/14/2016	SMART template and meeting minutes	5/27/2017 weekly
G1.B1.S1.A3  A306405	Establish a leadership presence as support	Callaway, Stephanie	8/14/2016	Team Configurations; PD/PLC schedules. Each member of the leadership team is assigned to a specific team, PLC, and department	5/27/2017 monthly

V. Professional Development Opportunities

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

G1. All teachers will demonstrate effective standards-based lesson planning inclusive of differentiated instruction (DI), rigor, and student feedback, which will result in improved student performance and increased proficiency rates.

G1.B1 Capacity for unwrapping standards and planning for rigorous assignments, which are necessary to scaffold mastery for all students

G1.B1.S1 Teachers participate in district and school supported PD opportunities to understand how to effectively plan standards-based units and lessons and then apply this PD during Team and PLC strategic planning opportunities

PD Opportunity 1

Provide specific times for teachers to meet for a variety of collaborative opportunities to include PLCs

Facilitator

Principal

Participants

Leadership Team and all faculty

Schedule

Monthly, from 8/3/2016 to 5/27/2017

PD Opportunity 2

Use SMART template and CIA/Team agendas to guide collaborations and data-based decision making

Facilitator

Coaches and Admin

Participants

Teachers

Schedule

Weekly, from 8/14/2016 to 5/27/2017

PD Opportunity 3

Establish a leadership presence as support

Facilitator

Principal

Participants

Leadership Team and Teachers

Schedule

Monthly, from 8/14/2016 to 5/27/2017

G1.B1.S3 Increase student participation in academic conversations; engaging discussions

PD Opportunity 1

Learning Focused book study "Teaching with Higher Order Thinking and Rigor in Mind"

Facilitator

Academic Coaches

Participants

all faculty and staff

Schedule

Monthly, from 9/19/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide specific times for teachers to meet for a variety of collaborative opportunities to include PLCs				\$0.00
2	G1.B1.S1.A2	Use SMART template and CIA/Team agendas to guide collaborations and data-based decision making				\$217,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	0281 - Lake Weir Middle School	Title I, Part A	6.0	\$217,000.00
			Notes: Academic Coach, Math Teacher, 4 Paraprofessionals, STAR/AR Lexiles			
3	G1.B1.S1.A3	Establish a leadership presence as support				\$0.00
4	G1.B1.S2.A1	Routinely monitor results to support shared-reflection and feedback about high yield instructional strategies				\$17,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	0281 - Lake Weir Middle School	Title I, Part A	0.0	\$17,000.00
			Notes: Collaborative, Strategic Planning			
5	G1.B1.S3.A1	Learning Focused book study "Teaching with Higher Order Thinking and Rigor in Mind"				\$0.00
Total:						\$234,000.00