

Polk County Public Schools

Lake Gibson Middle School



2016-17 Schoolwide Improvement Plan

Lake Gibson Middle School

6901 SOCRUM LOOP RD N, Lakeland, FL 33809

<http://www.lakegibsonmiddle.com/>

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	78%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	D	C

**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 Polk County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or 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 Gibson Middle School

DA Region and RED	DA Category and Turnaround Status
Southwest -	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.

Lake Gibson Middle School's mission is to develop successful students by providing experiences through college and career pathways.

b. Provide the school's vision statement.

We believe that:

Success - All students can and will learn, no matter what!

Honesty - Honesty is the best policy.

Achievement - Students will achieve by participating in hands on, interactive learning experiences.

Respect - Everyone will treat each other with respect.

Knowledge - Students will gain knowledge through partnerships with school, families and community.

Safety - Our school environment will be safe.

2. School Environment

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

During the first week of school, the morning news show presented lessons on the school culture, school wide expectations, and procedures. Teachers reinforced these lessons by teaching the school wide expectations in their classrooms and built relationships with students.

The school wide expectations are: Being respectful, Initiating kindness, Taking responsibility, Effective Learning.

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

Before school - students have "waiting areas" for specific grade levels. Sixth graders wait in the auditorium, seventh graders wait in the cafeteria and eighth graders wait on the black top. Key adults (such as the grade- level administrators) are present in each of these areas so that students are able to talk with them if a problem arises.

During school - Key adults (teachers are at doors, deans, administration) are around campus during class changes, guidance counselors meet with each student individually throughout the year to ensure that each student is doing well through their middle school experience.

After school - adults are stationed around campus to ensure that students are leaving campus safely.

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.

Lake Gibson Middle School is a Positive Behavior Intervention Support School. As a part of PBIS, school-wide expectations are in place for all students and staff. These school-wide expectations are taught to all students through out the first week of the school year and throughout the year. In

addition, students are rewarded for following the school-wide expectations by receiving "Shark B.I.T.E. tickets".

All discipline incidents are handled progressively according to the PCSB Student Code of Conduct. The Student Code of Conduct is supplemented at the school level by MTSS and a school-wide discipline plan, which includes additional interventions to correct and deter inappropriate 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.

Lake Gibson Middle School has a "Tier 2" intervention team that meets once per week to discuss the needs of individual students who are having difficulty with behavior and academics. During these meetings, interventions are put in place to meet the needs of individual students. Interventions may include an adult mentor assigned to individual students, group and/or individual counseling sessions with a guidance counselor, or check in/check out, a program designed for students to meet daily goals. Upon reaching stated goals, students receive an incentive of their choice.

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.

The MTSS team meets weekly to review early warning system data. This data shows students who are at risk based on attendance, discipline referrals and test scores.

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	63	86	79	0	0	0	0	228
One or more suspensions	0	0	0	0	0	0	30	21	25	0	0	0	0	76
Course failure in ELA or Math	0	0	0	0	0	0	6	9	9	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	0	0	0	105	88	103	0	0	0	0	296

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	2	2	1	0	0	0	0	5

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

Students who scored a level 1 on FSA and low fluency score on FAIR in reading are scheduled in a double block intensive reading class.

Students who continue to struggle in academics receive academic interventions provided by our ESE teacher outside of their regular reading or math instruction.

Students are also provided other interventions as needed as follows:
Check in / check out
Provided with an adult mentor
Placed in a guidance group according to need

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/320740>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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.

Lake Gibson Middle School has a variety of business partners which are utilized to support the school's Positive Behavior Intervention Support program and PTO. These business partners also provide incentives for student academics for honor roll and awards ceremonies at the end of the school year. In return, the school provides free advertising for the businesses.

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
Douge, Alain	Principal
Routenberg, Samara	Assistant Principal
Hutchinson, Robin	Instructional Coach
Lafountain, Penny	Teacher, K-12
Leslie, Gloria	Teacher, ESE
Pages, Neysa	Teacher, K-12
Peterson, Jessie	Instructional Coach
Sullivan, Dena	Teacher, K-12
Jones, Damien	Assistant Principal
Barham, John	Dean
Sessoms, Leandrea	Teacher, K-12
Wiggs, Carla	Assistant Principal
Jean-Baptiste, Cathy	Other
Pedigo, Jackie	School Counselor

b. Duties

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

Members of the MTSS Leadership Team will meet with members of the School Advisory Council (SAC) and principal to help develop the SIP and revise the SIP throughout the year as needed. The team will provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; help set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching – Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing; and align processes and procedures.

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.

The MTSS Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.

The MTSS Leadership Team will meet at least once per week to engage in the following activities:

- o Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done monthly.
- o Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.
- o Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- o Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

o Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans. A sub group of the MTSS Leadership Team will meet at least monthly to specifically review and discuss discipline data, discuss the implementation of Positive Behavior Support (PBS), utilize the problem solving model for students or classes needing Tier 2 or 3 interventions, and discuss staff professional development needs.

Title I, Part A, funds school-wide services to Lake Gibson Middle School. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Migrant students enrolled in Lake Gibson Middle School will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available.

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Lake Gibson Middle School provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

This school is a location for a summer feeding program for the community.

Students with housing needs are referred to the Homeless Student Advocate.

Head Start is not located on our campus. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to

participate in parent workshops and activities provided by the school.

Students are provided with information related to adult education options upon request.

Students at Lake Gibson Middle School have the option to participate in a variety of pre-academies including Culinary, Business, Power, Biotech, Media Design, and Fine Arts.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jessie Peterson	Teacher
Robin Hutchinson	Teacher
Damien Jones	Principal
Samara Routenberg	Principal
Neysa Pages	Parent
Jackie Pedigo	Education Support Employee
Alicia Cunningham	Parent
Tammy May	Teacher
JoAnna Lewis	Parent
Lisa Clark	Parent
Cherlynn Garcia	Parent
Alain Douge	Principal
Carla Wiggs	Principal
LeAndrea Sessoms	Education Support Employee
Norma Ramos	Parent
Deidre Santiago	Parent
Brittney Thompson-Self	Parent
Catherine Smedley	Parent

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

The School Advisory Council meets monthly. At its monthly meetings, it reviews different parts of the School Improvement Plan, reviews data, implementation of the strategies, and makes suggested revisions accordingly.

b. Development of this school improvement plan

The SAC committee reviewed progress monitoring data at the end of the 2015-2016 school year and brainstormed strategies for school improvement. These strategies were used by the Leadership Team in writing the 2016-2017 School Improvement Plan.

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

The SAC committee reviewed the School Improvement Plan strategies and proposed a budget to implement the strategies. Specifically, the SAC and Leadership Team discussed the Title I budget and how to best spend the Title I dollars in order to increase student achievement.

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

During the 2015-16 school year, school improvement funds were used for after school tutoring. Approximately 150 students participated in tutoring in the areas of reading and math on Tuesday and Thursday afternoons from 4:00-5:00 during the months of November through March. Identified students worked in small groups and received tutoring on specific benchmarks in both reading and math.

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.

The SAC will be meeting monthly to ensure that these activities are met.

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
Douge, Alain	Principal
Routenberg, Samara	Assistant Principal
Peterson, Jessie	Instructional Coach
Huey, Ellen	Instructional Media
Jones, Damien	Assistant Principal

b. Duties

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

Differentiated instruction in the Reading and Language Arts classrooms:

The Literacy Leadership Team provides materials and ideas for all teachers (content area and literacy teachers) for differentiated instruction. A professional library has been created with videos and books on differentiated instruction in all content areas.

Getting more books into students hands (making the media center a "happy" place):

The Literacy Leadership Team has ordered more books for classroom libraries and the media center. They have also weeded out many of the books in the Media Center in order to keep the Media Center up to date. The team gave suggestions to the Media Specialist on ways to create a more friendly environment in the Media Center so students would enjoy visiting the Media Center.

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.

Students are scheduled according to level.

Schedules are made so that teachers within a subject area department have a common planning time. Therefore, teachers will plan curriculum together in subject alike groups. Collaborative planning occurs every Wednesday for all core subjects.

PLC's will occur on a weekly basis, Tuesdays during planning time, as needed. Professional Development occurs during this time. Topics will include new Florida Standards, Writing in the content area, Higher order thinking, Data analysis and effective teaching strategies.

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

Teachers new to school will receive a school orientation that will include a tour of the school and school procedures. Persons responsible: Mrs. Sessoms, Mrs. Estridge

Professional development will occur for all staff on a weekly basis. Person responsible: Administration

All teachers will be provided consistent feedback regarding teaching strategies. Person responsible: Mr. Douge, Ms. Routenberg, Mr. Jones, Mrs. Wiggs

All staff will receive positive reinforcement from other staff and from students on a regular basis. Person responsible: Mr. Douge, Mr. Jones, Mrs. Wiggs, PBIS Team

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

10 of our teachers are new to our school. 3 of these teachers are experienced teachers. Therefore, they will need assistance with policies and procedures for our school. A school orientation was provided for all 18 of them on August 3 from 9:00-12:00 which included a review of our staff handbook, a question and answer session, school tour and ended with a gift of supplies.

7 of the 10 teachers are first year teachers. These teachers will receive extra assistance during PLCs just for them which will include new teacher help on such topics as Pinnacle, School Discipline plan, Lesson planning, Parent communication, Effective teaching strategies, Teacher Evaluation System.

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.

Teachers will use the curriculum maps to plan instruction during collaborative planning.

The district has provided instructional materials that are aligned with the Florida Standards for use in the classrooms. These materials will be used when planning instruction.

CPALMS will be used when planning instruction and in professional development.

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.

During the 2013-14 school year, teachers participated in professional development in strategies for differentiated instruction. During the 2014-15 school year, the discussions and implementation of differentiated instruction continued. During the 2015-16 school year, we continued the differentiated instruction conversations and visited model classrooms. We will also focus on higher order thinking and effective teaching strategies. In the 2016-2017 school year, we will continue to focus on differentiated instruction to ensure student success.

Teachers will know the students through assessment and data collection.

Teachers will use stations as one strategy for differentiating instruction while pulling small groups according to need.

We will continue the use of model classrooms so that teachers can see other teachers differentiate instruction and gain ideas for effective teaching strategies.

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: 2,160

Students will be identified by FSA scores, benchmark assessments and FAIR testing. They will be offered tutoring on Tuesday and Thursday afternoons for one hour in the subject areas of reading and math. This instruction will focus on specific skills using small group instruction.

Strategy Rationale

This strategy will provide additional time and practice on specific skills identified on benchmark assessments.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Douge, Alain, alain.douge@polk-fl.net

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

Students will be given a pre-test and a post-test. We will also analyze their progress monitoring assessments using IBTP and FAIR test scores.

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.

We provide supports for incoming 6th graders through the following:
Open house for 5th graders

Parent night for 5th graders (Principal going to the elementary schools)
Guidance Counselor made available for the students
All 6th graders are held in a common in the mornings.

We provide support to the 8th graders going to the high school at the end of the year through the following:

Tour of the high school
High school counselor coming to LGMS to speak with the students
Open house night at the 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.

The guidance counselors will meet with each student individually to discuss their individual grades and interests. Career pre-academies will be discussed. Schedule requests will be entered before the end of the 2016-17 school year.

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

Lake Gibson Middle School has a large variety of pre-academies. These include culinary, business, biotechnology, agriscience, power, media design, and fine arts. In these pre-academies, students are able to apply academics to real-world. Students also apply academics to the real world during instruction in the core subject areas of reading, math, language arts, science and social studies.

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

Lake Gibson Middle School has a large variety of pre-academies. These include culinary, business, biotechnology, agriscience, power, media design, and fine arts. In these pre-academies, students are able to apply academics to real world. Students also apply academics to the real world during instruction in the core subject areas of reading, math, language arts, science and social studies.

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.

NA

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All staff will provide a safe learning environment through consistent implementation of Positive Behavior Intervention Support and CHAMPS.
- G2.** Increase student achievement through quality standards-based instruction using high-yield instructional strategies.

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 staff will provide a safe learning environment through consistent implementation of Positive Behavior Intervention Support and CHAMPS. 1a

G087084

Targets Supported 1b

Indicator	Annual Target
Instructional Minutes	350.0
Discipline incidents	80.0

Targeted Barriers to Achieving the Goal 3

- Lack of consistency of implementation of PBIS / discipline plans

Resources Available to Help Reduce or Eliminate the Barriers 2

- Coaches
- Professional Development
- Positive Behavior Intervention Support Team
- Social Skills training
- MTSS Team
- PTO

Plan to Monitor Progress Toward G1. 8

Discipline data gathered from Genesis and IDEAS will be analyzed to determine the effectiveness of PBIS implementation and usage of CHAMPS.

Person Responsible

Damien Jones


Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Student achievement will be used to determine effectiveness of PBIS implementation and CHAMPS usage.

G2. Increase student achievement through quality standards-based instruction using high-yield instructional strategies. 1a

 G087085

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	45.0
ELA/Reading Lowest 25% Gains	60.0
Math Lowest 25% Gains	68.0
Algebra I EOC Pass Rate	95.0
Math Gains	60.0
ELA/Reading Gains	65.0

Targeted Barriers to Achieving the Goal 3

- Lack of consistency in quality of instruction from classroom to classroom

Resources Available to Help Reduce or Eliminate the Barriers 2

- Coaches
- Professional Development sessions
- Instructional Materials
- Books for book studies
- District feedback and PD/expertise
- Technology
- Complex text
- Curriculum Maps
- Florida Inclusion Network
- SPDG Grant
- Achieve 3000
- Cpalms
- Positive Behavior Support
- Collaborative Planning Time
- Social Skills Training
- All students scheduled in Reading classes
- Remind 101
- Guidance Lessons
- Interventionist
- Agile Minds
- School Facebook page
- School webpage

- Title I Money
- ESE Money
- PTO
- Network Manager

Plan to Monitor Progress Toward G2. 8

Common Formative Test Data

Person Responsible

Alain Douge

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

FAIR, Standards based End of Module Assessments, Extended Reading Passages, End of Course Prep exams (Civics, Algebra 1, Geometry), Writing Progress monitoring

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 staff will provide a safe learning environment through consistent implementation of Positive Behavior Intervention Support and CHAMPS. 1

G087084

G1.B4 Lack of consistency of implementation of PBIS / discipline plans 2

B231503

G1.B4.S1 All staff will consistently provide a positive learning environment through the implementation of PBIS and CHAMPS. 4

S244251

Strategy Rationale

Need consistency in implementation for PBIS and CHAMPS to effectively work. Classroom management needs to be in place for consistent instruction to occur and for student achievement to result.

Action Step 1 5

All staff will be trained to consistently implement Positive Behavior Intervention Support and CHAMPS.

Person Responsible

Damien Jones

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

PBIS Training Sign-in sheet & Minutes

Action Step 2 5

All staff will integrate school-wide expectations throughout the school day

Person Responsible

Damien Jones

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Classroom Observations

Action Step 3 5

All staff will address students respectfully at all times

Person Responsible

Damien Jones

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Observation

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

PBIS team will meet monthly to review data

Person Responsible

Damien Jones

Schedule

Monthly, from 9/22/2016 to 6/2/2017

Evidence of Completion

PBIS Sign-in Sheet and Minutes


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

Person Responsible

Schedule

Evidence of Completion

G2. Increase student achievement through quality standards-based instruction using high-yield instructional strategies. 1

 G087085

G2.B17 Lack of consistency in quality of instruction from classroom to classroom 2

 B231522

G2.B17.S1 Teachers will consistently collaborate to plan lessons based on Florida standards. 4

 S244264

Strategy Rationale

Need for consistency in planning and teaching quality lessons based around the Florida Standards.

Action Step 1 5

Departments will meet during PLC's, weekly, to plan standards-based lessons.

Person Responsible

Alain Douge

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans, sign in sheets from collaborative planning sessions

Action Step 2 5

Department chairs will turn in PLC logs documenting use of standards-based practices.

Person Responsible

Alain Douge

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Sign in sheets with brief description of collaborative planning session

Action Step 3 5

Substitute teachers will be provided, to set aside time for team conversations on a quarterly basis for the purpose of discussing student progress and integration of curriculum.

Person Responsible

Samara Routenberg

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Agenda, Data from team conversations, Lists of students discussed

Action Step 4 5

Differentiated professional development will be provided to teachers according to need

Person Responsible

Alain Douge

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Professional Development sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B17.S1 6

Schedule of collaborative planning meetings

Person Responsible

Alain Douge

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Administrators will attend weekly collaborative planning meetings based on schedules created

Plan to Monitor Effectiveness of Implementation of G2.B17.S1 7

Daily evaluative and non-evaluative walk-through data, along with on-going student assessment data, will be analyzed for effectiveness.

Person Responsible

Alain Douge

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Each collaborative planning session will have a sign in sheet and meeting notes that will be submitted weekly

G2.B17.S2 Teachers will consistently provide quality standards based instruction. 4

S244265

Strategy Rationale

Need for consistent quality instruction once the collaborative lessons have been planned.

Action Step 1 5

Teachers will use effective teaching strategies in their classrooms on a daily basis.

Person Responsible

Alain Douge

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Classroom walk throughs, Monitoring form

Action Step 2 5

Teachers will use data driven differentiated instruction in classrooms on a daily basis.

Person Responsible

Alain Douge

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Classroom walk throughs, Monitoring form

Action Step 3 5

Effective writing strategies will be incorporated into each content area.

Person Responsible

Alain Douge

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Alain Douge, Samara Routenberg, Damien Jones, Jessie Peterson

Action Step 4 5

Teachers will have a higher order thinking bulletin board and will utilize the questions during instruction.

Person Responsible

Alain Douge

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Classroom walk throughs, monitoring form

Plan to Monitor Fidelity of Implementation of G2.B17.S2 6

Classroom walk throughs completed weekly, progress monitoring data will be reviewed by Leadership Team

Person Responsible

Alain Douge

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Classroom walk throughs, standards based walk through form, progress monitoring data

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.B4.S1.MA1 M328159	[no content entered]		No Start Date		No End Date one-time
G1.MA1 M328161	Discipline data gathered from Genesis and IDEAS will be analyzed to determine the effectiveness of...	Jones, Damien	8/15/2016	Student achievement will be used to determine effectiveness of PBIS implementation and CHAMPS usage.	6/2/2017 monthly
G2.MA1 M328191	Common Formative Test Data	Douge, Alain	8/15/2016	FAIR, Standards based End of Module Assessments, Extended Reading Passages, End of Course Prep exams (Civics, Algebra 1, Geometry), Writing Progress monitoring	6/2/2017 monthly
G1.B4.S1.MA1 M328160	PBIS team will meet monthly to review data	Jones, Damien	9/22/2016	PBIS Sign-in Sheet and Minutes	6/2/2017 monthly
G1.B4.S1.A1 A316253	All staff will be trained to consistently implement Positive Behavior Intervention Support and...	Jones, Damien	8/15/2016	PBIS Training Sign-in sheet & Minutes	6/2/2017 daily
G1.B4.S1.A2 A316254	All staff will integrate school-wide expectations throughout the school day	Jones, Damien	8/15/2016	Classroom Observations	6/2/2017 daily
G1.B4.S1.A3 A316255	All staff will address students respectfully at all times	Jones, Damien	8/15/2016	Observation	6/2/2017 daily
G2.B17.S1.MA1 M328188	Daily evaluative and non-evaluative walk-through data, along with on-going student assessment data,...	Douge, Alain	8/15/2016	Each collaborative planning session will have a sign in sheet and meeting notes that will be submitted weekly	6/2/2017 weekly
G2.B17.S1.MA1 M328189	Schedule of collaborative planning meetings	Douge, Alain	8/15/2016	Administrators will attend weekly collaborative planning meetings based on schedules created	6/2/2017 weekly
G2.B17.S1.A1 A316279	Departments will meet during PLC's, weekly, to plan standards-based lessons.	Douge, Alain	8/15/2016	Lesson plans, sign in sheets from collaborative planning sessions	6/2/2017 weekly
G2.B17.S1.A2 A316280	Department chairs will turn in PLC logs documenting use of standards-based practices.	Douge, Alain	8/15/2016	Sign in sheets with brief description of collaborative planning session	6/2/2017 weekly
G2.B17.S1.A3 A316281	Substitute teachers will be provided, to set aside time for team conversations on a quarterly basis...	Routenberg, Samara	8/15/2016	Agenda, Data from team conversations, Lists of students discussed	6/2/2017 quarterly
G2.B17.S1.A4 A316282	Differentiated professional development will be provided to teachers according to need	Douge, Alain	8/15/2016	Professional Development sign in sheets	6/2/2017 weekly
G2.B17.S2.MA1 M328190	Classroom walk throughs completed weekly, progress monitoring data will be reviewed by Leadership...	Douge, Alain	8/15/2016	Classroom walk throughs, standards based walk through form, progress monitoring data	6/2/2017 weekly
G2.B17.S2.A1 A316283	Teachers will use effective teaching strategies in their classrooms on a daily basis.	Douge, Alain	8/15/2016	Classroom walk throughs, Monitoring form	6/2/2017 daily
G2.B17.S2.A2 A316284	Teachers will use data driven differentiated instruction in classrooms on a daily basis.	Douge, Alain	8/15/2016	Classroom walk throughs, Monitoring form	6/2/2017 daily
G2.B17.S2.A3 A316285	Effective writing strategies will be incorporated into each content area.	Douge, Alain	8/15/2016	Alain Douge, Samara Routenberg, Damien Jones, Jessie Peterson	6/2/2017 daily
G2.B17.S2.A4 A316286	Teachers will have a higher order thinking bulletin board and will utilize the questions during...	Douge, Alain	8/15/2016	Classroom walk throughs, monitoring form	6/2/2017 daily

V. Professional Development Opportunities

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

G1. All staff will provide a safe learning environment through consistent implementation of Positive Behavior Intervention Support and CHAMPS.

G1.B4 Lack of consistency of implementation of PBIS / discipline plans

G1.B4.S1 All staff will consistently provide a positive learning environment through the implementation of PBIS and CHAMPS.

PD Opportunity 1

All staff will be trained to consistently implement Positive Behavior Intervention Support and CHAMPS.

Facilitator

Damien Jones, Carla Wiggs

Participants

All staff

Schedule

Daily, from 8/15/2016 to 6/2/2017

PD Opportunity 2

All staff will integrate school-wide expectations throughout the school day

Facilitator

Damien Jones, Carla Wiggs

Participants

All staff

Schedule

Daily, from 8/15/2016 to 6/2/2017

G2. Increase student achievement through quality standards-based instruction using high-yield instructional strategies.

G2.B17 Lack of consistency in quality of instruction from classroom to classroom

G2.B17.S1 Teachers will consistently collaborate to plan lessons based on Florida standards.

PD Opportunity 1

Departments will meet during PLC's, weekly, to plan standards-based lessons.

Facilitator

Alain Douge, Samara Routenberg, Damien Jones, Carla Wiggs

Participants

Teachers

Schedule

Weekly, from 8/15/2016 to 6/2/2017

PD Opportunity 2

Substitute teachers will be provided, to set aside time for team conversations on a quarterly basis for the purpose of discussing student progress and integration of curriculum.

Facilitator

Alain Douge, Samara Routenberg, Damien Jones, Jessie Peterson, Robin Hutchinson, Carla Wiggs

Participants

Core Content Teachers

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

PD Opportunity 3

Differentiated professional development will be provided to teachers according to need

Facilitator

Alain Douge

Participants

All Teachers

Schedule

Weekly, from 8/15/2016 to 6/2/2017

G2.B17.S2 Teachers will consistently provide quality standards based instruction.

PD Opportunity 1

Teachers will use effective teaching strategies in their classrooms on a daily basis.

Facilitator

Alain Douge, Samara Routenberg, Damien Jones, Jessie Peterson

Participants

Teachers

Schedule

Daily, from 8/15/2016 to 6/2/2017

PD Opportunity 2

Teachers will use data driven differentiated instruction in classrooms on a daily basis.

Facilitator

Alain Douge, Samara Routenberg, Damien Jones, Jessie Peterson

Participants

Teachers

Schedule

Daily, from 8/15/2016 to 6/2/2017

PD Opportunity 3

Effective writing strategies will be incorporated into each content area.

Facilitator

Joanne Jackson

Participants

Teachers

Schedule

Daily, from 8/15/2016 to 6/2/2017

PD Opportunity 4

Teachers will have a higher order thinking bulletin board and will utilize the questions during instruction.

Facilitator

Alain Douge

Participants

Teachers

Schedule

Daily, from 8/15/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B4.S1.A1	All staff will be trained to consistently implement Positive Behavior Intervention Support and CHAMPS.	\$0.00
2	G1.B4.S1.A2	All staff will integrate school-wide expectations throughout the school day	\$0.00
3	G1.B4.S1.A3	All staff will address students respectfully at all times	\$0.00
4	G2.B17.S1.A1	Departments will meet during PLC's, weekly, to plan standards-based lessons.	\$0.00
5	G2.B17.S1.A2	Department chairs will turn in PLC logs documenting use of standards-based practices.	\$0.00
6	G2.B17.S1.A3	Substitute teachers will be provided, to set aside time for team conversations on a quarterly basis for the purpose of discussing student progress and integration of curriculum.	\$0.00
7	G2.B17.S1.A4	Differentiated professional development will be provided to teachers according to need	\$0.00
8	G2.B17.S2.A1	Teachers will use effective teaching strategies in their classrooms on a daily basis.	\$0.00
9	G2.B17.S2.A2	Teachers will use data driven differentiated instruction in classrooms on a daily basis.	\$0.00
10	G2.B17.S2.A3	Effective writing strategies will be incorporated into each content area.	\$0.00
11	G2.B17.S2.A4	Teachers will have a higher order thinking bulletin board and will utilize the questions during instruction.	\$0.00
Total:			\$0.00