

Broward County Public Schools

Lauderdale Lakes Middle School



2016-17 Schoolwide Improvement Plan

Lauderdale Lakes Middle School

3911 NW 30TH AVE, Lauderdale Lakes, FL 33309

[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	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	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 Broward 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 Lauderdale Lakes Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	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.

Lauderdale Lakes Middle is committed to educating all students to reach their highest potential.

b. Provide the school's vision statement.

Educating today's students to succeed in tomorrow's world.

2. School Environment

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

To create an equitable, risk-free environment, which facilitates the development of students' individuality and self-confidence in order to increase student achievement.

- We will provide all students with literacy and problem-solving skills to increase student achievement in all content areas.
- We believe that all students can achieve in a culturally diverse, student-centered learning environment that incorporates a quality, real-world, technologically- advanced experience, in a safe and civil setting.
- We believe that the development of communication skills is a central part of all disciplines.
- We believe that a holistic education that addresses all areas of a student's development leads to student success.
- We believe that curriculum that allows students to explore topics of intercultural awareness permits students to become true global citizens.
- We believe an ongoing partnership between the home and community is vital to student achievement.

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

Before School

Lauderdale Lakes offers a free breakfast program to all students regardless of their socio-economic status. Each morning all students are filtered through the cafeteria for breakfast starting at 7:00 AM. Administration, security, and support staff are posted throughout the campus to ensure a safe environment before school starts.

During School

Lauderdale Lakes has a partnership with Girl Scouts and the Urban League of Broward County. Girl Scouts through a state funded grant mentor girls in grades 6 through 8. All girls are eligible to join the girls schools. Mentors meet with girls by grade level each week to offer support with behavior, academics, and attendance. The Urban League works with grades 7 and 8 in our leadership class to address drug abuse awareness, healthy living, sex education, and conative skill building. We have also established a peer counseling group in which we will be providing peer mediation and de-escalation strategies. We are working to establish additional social emotional mentoring groups and small group support.

After School

We have formed partnership with the YMCA and our 21st Century Community Learning Centers (CCLC) Grant. The YMCA youth program hires certified teachers to teach and enrich students in reading, science and math. The Y is a leading nonprofit committed to strengthening communities through youth development, healthy living and social responsibility. Our mission is to put Judeo-Christian principles into practice through programs that build healthy spirit, mind and body for all. We cherish and instill our core values of caring, honesty, respect and responsibility. At the Y, strengthening community is our cause. Every day, we work side-by-side with our neighbors to make sure that everyone, regardless of age, income or background, has the opportunity to learn grow and thrive.

The 21st Century Program offers students the opportunity to participate in personal enrichment activities that support the social and emotional needs of student. The YMCA and 21st CCLC programs will run Monday through Thursday, 3:00-6:00pm. All students are eligible to participate and attend. Security is posted on campus to ensure that only Lauderdale Lakes students are on campus.

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.

The RtI Leadership Team will collaborate with the School Advisory Council on the implementation of the Florida Continuous Improvement Model and will assist in monitoring its effectiveness. The RtI Leadership Team will also collaborate with the Literacy Leadership Team to assist in problem-solving and to help strengthen Tier 1 instruction and differentiation, identify students in need of Tier 2 supplemental intervention, and Tier 3 intensive intervention.

The team will discuss the following areas to determine progress and needed interventions:

- Data collection and analysis
- Problem identification based on disaggregation of data
- Development and implementation of effective intervention strategies
- Means of mobilizing staff toward consistent implementation of intervention strategies
- Allocation of instructional/supplemental resources needed to support problem-solving efforts
- Monitor effectiveness of academic and behavioral interventions
- Generate desired replacement behaviors for interventions that have been deemed ineffective

Additionally, we have established a re-connect plan to reduce repeat suspension students and positively connect them to the school community through supports such as clubs, sports, and mentoring.

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.

Lauderdale Lakes has 3 full time guidance counselors, an ESE Specialist, a social worker, and school psychologist who work in together to provide comprehensive services to students and their families. Students who need additional services are provided with providers who are contracted by BCPS such as Henderson for out-patient care.

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.

Historically, the student enrollment has fluctuated over the past five years. In 2014, the student population peaked at 1, 090, which was the highest enrollment of students in the history of the school. The school's minority rate has increased from 96% to 98% this year. The free and reduced lunch rate

also grew from 87% to 94%. Lauderdale Lakes Middle current enrollment is 886, which is comprised of 84% Black, 12% Hispanic, 2% White, 1% Asian and 1% Multi-racial. The fastest growing subgroup is the Hispanic population. The total population and Black students increased by one percent, economically disadvantaged students increased by three percent (from 48% to 51%) and ELL students increased by two percent (from 31% to 33%). Lauderdale Lakes Middle school serves grades six through 8, which includes students who are gifted, with exceptionalities and with limited English proficiency (LEP). The school is centered in a culturally enriched city with a population of approximately 32,000 people. The community in which the school serves is 97% minority, with about 29% graduating high school and 12% with Bachelors degrees. Approximately 14% of the residents live below the poverty line and about 52% are minority. All schools in the community (elementary, middle, and high) are Title I and have an average of 85% of the students receiving free and reduced lunch. Single parent household comprise 55% of all households. These specific dynamics of the community contribute to some of the challenges faced at Lauderdale Lakes Middle.

We currently use the early indicators below to coordinate resources to meet the challenges of our students.

Reading, Mathematics, Science, and Writing:

* Baseline data: Progress Monitoring and Reporting Network (PMRN)

* Weekly PLCs using C.A.R.E. cycle

* Data Chats: Twice a month for data analysis with Leadership Team, Departments and Instructional Teams

* MAP Assessments for Fall 2016, Winter 2017 (mid-year), and Spring 2017

* FAIR Assessments (3 times per year)

* Progress Monitoring: PMRN, Mini Assessments, and FSA Simulation

* Mid-year: Diagnostic Assessment for Reading (DAR Word List and Fluency)

* Ongoing professional development through Departmental Professional Learning Communities in data analysis and management.

*Science will use Compass Learning Odyssey and USA Test prep for progress monitoring and remediation purposes. Compass will be utilized for Earth space, Life and Physical Science while USA Test prep will be used for Biology.

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	6	8	18	0	0	0	0	32
One or more suspensions	0	0	0	0	0	0	502	741	47	0	0	0	0	1290
Course failure in ELA or Math	0	0	0	0	0	0	25	15	51	0	0	0	0	91
Level 1 on statewide assessment	0	0	0	0	0	0	85	89	122	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	104	131	172	0	0	0	0	407

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

All intervention strategies employed by the school are guided by the RtI process and CPST. Tier 1 - Daily Intervention: Core instruction targets on-level students. Comprehensive instructional materials help personalize instruction for every student: Diagnostic Teaching, Options for Differentiated Instruction, Data-Driven Decision Making; At every step, resources and assignments are available for advanced learners: Options for Differentiated Instruction, Higher-Order Thinking Questions, Enrichment Masters, Extension Ideas for Careers, Projects

Tier 2 - Strategic Intervention: Teachers can choose from a myriad of intervention tips and ancillary materials to support struggling learners: Options for Differentiated Instruction, Alternate Teaching Strategies, Hands-on Activity Tools and Resources, Online animations and personal tutors

Tier 3 - Intensive Intervention: Access Point Activities support special education students. Behavior: * School-wide discipline plan * Guidance referrals * Child Study * Internal Suspension & monitoring of referrals

We have increased our RtI meetings to four times per month. We will be meeting once a week per grade level and the final week will be to re-cap and text next step actions. This will allow us ample time to meet the academic and behavior support needs of our students.

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?

No

1. PIP Link

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

2. Description

The parental involvement target will focus on providing school-to-home resources through monthly school events. The monthly events will involve Florida State Standards resources for Math, Science, and English/Language Arts, family counseling services, acceleration and high school preparedness seminars, along with multi-cultural celebrations.

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.

We have formed partnerships with YMCA, Girl Scouts, Success Highways, Ritz Carlton and the Urban League for during and after-school programs. These programs have hired certified teachers, counselors, community mentors and social workers to teach and enrich students in reading, science and/or math. The programs are Monday through Friday, 3:00pm-6:00pm. The YMCA enrolled 40 students who meet at-risk criteria and additional student may enrolled on a fee basis. Girl Scouts mentoring program focuses on female students who are at-risk academically and emotionally to provide strategies/tools to succeed in middle school. Urban League works with sixth grade students on conflict resolution and anti-bullying small group sessions.

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
Griffin, James	Principal
Adderley, Cassandra	Assistant Principal
Alejo, Armando	Assistant Principal
Slesinski, Jill	Assistant Principal
Joseph, Rachel	Instructional Coach
Riley, Stephanie	Instructional Coach
Mayers, Jasmine	Instructional Coach
Rolle, Rosheika	Instructional Coach
Kinitsky, Howard	Teacher, ESE
Nault, Amanda	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.

Leadership Team Members include:

James F. Griffin, Principal
 Cassandra Adderley, Assistant Principal
 Armando Alejo, Assistant Principal
 Jill Slesinski, Assistant Principal
 Jasmine Mayers-Hodge, Literacy Coach
 Rachel Joseph, Science Coach
 Stephanie Riley, Math Coach
 Rosheika Rolle, Instructional Coach/Magnet Coordinator
 Howard Kinitsky, ESE Specialist
 Regina Gustave , School Social Worker
 Amanda Nault, Guidance Director

The Leadership Team meets weekly. These meetings will assist in satisfying the requirements of ongoing accountability by team members who will be expected to report on assigned projects. Instructional coaches are responsible for coordinating adult professional learning aligned to PLCs and teacher support. The Guidance Director and ESE Specialist are responsible for Rtl, parent communication, coordinating external support services and managing internal special programs (ELL & ESE). The administrators coordinate school operations and all instructional initiatives aligned to support student growth and mastery.

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 RtI Leadership Team will collaborate with the School Advisory Council on the implementation of the Florida Continuous Improvement Model and will assist in monitoring its effectiveness. The RtI Leadership Team will also collaborate with the Literacy Leadership Team to assist in problem-solving and to help strengthen Tier 1 instruction and differentiation, identify students in need of Tier 2 supplemental intervention, and Tier 3 intensive intervention.

RtI Members include:

Grade Level Administrators
Cassandra Adderley, Assistant Principal
Armando Alejo, Assistant Principal
Jill Slesinski, Assistant Principal

Instructional Coaches

Jasmine Mayers-Hodge, Literacy Coach
Rachel Joseph, Science Coach
Stephanie Riley, Math Coach
Rosheika Rolle, Instructional Coach/Magnet Coordinator

Guidance and Support Services

Howard Kinitsky, ESE Specialist
Regina Gustave, School Social Worker
Amanda Nault, Guidance Director
Simone Francis, Guidance Counselor
Rosalyn Moore, Guidance Counselor
Dr. Les Baker, School Psychologist

The team meets weekly by grade level discuss the following areas to determine progress and needed interventions:

- Data collection and analysis
- Problem identification based on disaggregation of data
- Development and implementation of effective intervention strategies
- Means of mobilizing staff toward consistent implementation of intervention strategies
- Allocation of instructional/supplemental resources needed to support problem-solving efforts
- Monitor effectiveness of academic and behavioral interventions
- Generate desired replacement behaviors for interventions that have been deemed ineffective

The Lauderdale Lakes Middle School community is 97% minority, with about 29% graduating high school, and 12% with bachelor degrees. Approximately 14% of the residents live below the poverty line, and about 52% are minority. All schools in the community (elementary, middle, and high) are Title 1 and have an average of 85% of the students receiving free/reduced lunch. Single parent households comprise 55% of all households.

Over the past 6 years, reading and math scores have remained constant or increased slightly at Lauderdale Lakes. Reading scores are 29% and math scores are at 28%. The school has an attendance rate of 97%, an external suspension rate of 18%, and an internal suspension rate of 55%.

Based on discussions with students, parents, staff, and other community members, one of the biggest challenges faced at Lauderdale Lakes is students' lack of background knowledge and life experiences. Additional time during and outside the regular school day will afford students the opportunity to participate in more hands-on activities, more vocabulary building, more mathematical modeling, and more real-life experiences. Students who need additional assistance will receive one-on-one tutoring at scheduled times.

The focus of the academic program will be to increase reading, math, science, and writing. Students will first research, interpret, and analyze text. They will then apply what they learn with hands-on activities, lab experiments, and real-world applications.

Parents will also be an integral part of our program through monthly events. Each event will have a different focus and will include topics such as: assisting your child with homework; discipline at home; parent teacher conferences; educational and career planning; learning science together; interpreting your child’s report card, transcript, and test scores; and reading with your child.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Corey Harmon, SAC Co-Chair	Teacher
Bennett Wyche	Parent
James F. Griffin	Principal
Michael Carey, BTU Steward	Teacher
Felder-Thomas, Shantrecia, SAC Co-Chair	Teacher
Sudann Ebanks	Teacher

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

Our SAC made the following recommendations on May 12, 2016:

- 1) Start ELO programs for reading and mathematics earlier in the year;
 - 2) Increase student incentives to promote our HERO program on positive behavior;
 - 3) Purchase student ID badges to support the HERO program; and
 - 4) Pay teachers participating in a planning cohort one extra hour after school on a bi-weekly basis.
- Overall, parents were satisfied with the implementation of the 2015-2016 SIP.

b. Development of this school improvement plan

On August 24, 2016, the Leadership Team including one of the SAC Co-Chairs met and worked on the 8-Step planning and problem solving implementation. Our SAC had input on the revised goal, barrier, and action steps. During the first SAC meeting scheduled for September 15, 2016, members will review the school's academic and behavioral data, the 2016/2017 SIP to help determine the priorities for the plan.

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

Preparation of the school's annual budget and plan was prepared by the Principal and the business center representatives. The principal presented the budget to faculty and staff during a faculty meeting in May of 2016.

School Improvement funds for this year are allocated to fund the following projects:

- 1) Summer Leadership Academy for Algebra 1 and Geometry Retake EOC Preparation
- 2) After School Tutoring for Spanish 2 & 3 Biology, Algebra 1, Geometry, and US History EOC Preparation

- 3) After School Tutoring in reading and mathematics for the lowest 25% and target students.
- 4) Professional Learning/Instructional Planning for teachers after school

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

The use of school improvement funds allocated last year were used for:

- 1) Summer Leadership Academy - Algebra 1 and Geometry Retake EOC preparation - \$6,000.00
- 2) After School Tutoring for Biology, Algebra 1 and Geometry EOC preparation \$13,000.00
- 3) Push-in and Pull-out Support for Mathematics/Reading - \$20,000.00
- 4) Push-in Support for Writing utilizing the Literacy Coach and MyAccess.com - \$12,000.00
- 5) Pull-out Support for Science utilizing the instructional science coach and PENDA - \$5,500.00

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
Griffin, James	Principal
Adderley, Cassandra	Assistant Principal
Rolle, Rosheika	Instructional Coach
Alejo, Armando	Assistant Principal
Slesinski, Jill	Assistant Principal
Mayers, Jasmine	Instructional Coach

b. Duties

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

The major theme of the Literacy Leadership Team will be to support reading, writing and critical thinking across the curriculum. To accomplish these goals, the team will support:

- 1) Effectively use common planning whereby teachers will create lesson plans implementing standards and monitoring strategies learned during professional development;
- 2) Horizontal alignment to ensure ELA strategies and activities are consistently incorporated across grade levels and subjects;
- 3) Vertical alignment to provide a smooth transition and transference of skills from grade level to grade level across the disciplines.
- 4) Increase student progress by providing each student a prescriptive individualized instructional plan through Compass Learning, Achieve 3000, and Write Score;
- 5) Data analysis to determine effectiveness of literacy program and to make the necessary instructional adjustments;
- 6) Weekly department PLCs by sharing school-wide literacy initiatives and to support reading through Social Studies, Language Arts, Reading and Science departments.

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.

All teachers are members of a PLC and attend weekly professional learning. The configuration of the PLCs' are by grade level and by department. Therefore, teachers meet a minimum of two times a week in their PLC and PD cohorts. One day is structured around student learning under the District's initiative called C.A.R.E.. The second day is structured around adult learning, which is also aligned to the C.A.R.E and B.E.S.T. initiatives. Teachers collaboratively plan and focus on increasing student achievement in mathematics, ELA, science, and social studies. Instructional coaches and district instructional specialist provide additional support for each PLC to individualize specific content area needs.

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

We will continue to hire only highly qualified teachers through advertising, attending the recruitment fairs at Broward College, Florida Atlantic University, Broward County Public Schools Priority Hiring, National/ District Recruitment Committee and personal recommendations from other schools. In addition, we have a teacher who serves as a clinical educator working with prospective new teachers from area colleges and universities such as Nova Southeastern University, Broward College Department of Education and Florida Atlantic University College of Education. We will ensure all Reading teachers have the reading endorsement and all teachers with ELL students obtain the ESOL endorsement. We provide mentor support for all first year teachers and all new teachers to the school.

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

We have 11 first year teachers, four 2nd year teachers, three teachers new to Lauderdale Lakes from other schools who will be participating in the T.I.E.R (Teacher Induction for Effectiveness and Retention) program. Each new teacher has been assigned a coach who will model lessons, shadow teacher, plan lessons with them and ensure their instructional strategies align with district guidelines. These teachers and their coaches will meet monthly to discuss their school-wide issues.

The new teacher/coach duo are:

Sheila Thomas/Leroy Smith
James Temple/Leroy Smith
Selim Ataman/ James Crespo
David Reece/Alexis Castillo
Cheyenne Coleman/ Shantrecia Felder-Thomas
Zerinah Christopher/ Roshieka Rolle
Khadeen Gordon/ Jasmine Mayers
Jeana Louis/ Vilma Anderson
Patricia Richards/Keith Johnson
Sonia Cochran/ Jasmine Mayers
Kathia Delorme/ Corey Harmon

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 core instructional programs utilize the Focus Units of Study, which aligns resources and materials with the Florida standards. In addition, teachers have access to resources on BEEP, which provide guided lessons, interventions for remediation and enrichment, to address students individual learning goals. All core instructional programs administer common formative assessment that are aligned to the Florida standards by grade level and content area every three to four weeks to monitor student mastery. Science will provide PD for all teachers on the Item Specifications, once per month. Additionally, teachers will receive Tier III support through Science PLC's on effective curriculum planning (using rubrics) and data chats using CFA data.

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.

Lauderdale Lakes Middle has implemented a daily instructional cycle and C.A.R.E process, which consist of the following:

Step 1: Teachers identify the specific Florida standard as the learning goal. Teachers will use test specifications along with Instructional Focus Calendars to align standards and use content limits to gauge learning goals and pacing.

Step 2: The Learning goal is aligned to a performance scale, which measures mastery; additionally, Compass Learning Odyssey and USA Test Prep will be utilized through Science classes for progress monitoring and remediation purposes.

Step 3: The teacher administers a common formative assessment to measure mastery of the learning goal known as the Ticket-Out-The-Door;

Step 4: The results of the common formative assessment is then used to construct centers and small group activities aligned to reteach or to enrich student's mastery of the standard. In addition, the level at which the student is demonstrating mastery according to the performance scale will also determine Do Now activities and DOK question stems.

Step 5: The teacher will use the data from step 4 to provide individualized learning plans to continuously improve concept mastery and increase student achievement.

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: 25,920

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Adderley, Cassandra, cassandra.adderley@browardschools.com

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

We will analyze grades and test data for the participants and non-participants.

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.

All students in grades 6 and 7 participate in the Success Highways career planning program. Our students will participate in Naviance, a District initiative through the Guidance Department, to assist them in career exploration. Additionally, Nova Southeastern University will provide college and career readiness curriculum targeted for sixth graders once a week. Academic and career planning will be an integral part of our monthly parent events to ensure parents are informed and can assist their children in secondary and post-secondary planning. Students' course of study is determined by their grades, test scores, and interests.

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.

We work collaboratively with parents, community partners and feeder schools to provide a rigorous and challenging curriculum, concentrating on reading, math and science through STEM electives such as Aerospace, Marine Biology, Pre-med, Sports Science and Technology. We increasingly grow more developmentally responsive to our students' needs, so as to ensure each student's equitable access to achieving their highest potential of performance. We are recognized and admired as a learning laboratory for future leaders, professionals and community contributors. Lauderdale Lakes Middle School is committed to educating all students to reach their highest potential. Utilizing a critical thinking and project-based learning approach students are provided with challenging engaging curriculum. We believe the next transformation of the 21st century classroom is in creating interactive lessons that infuse technology and enhance the learning experience while closing the achievement gap. Lauderdale Lakes Middle has an IB magnet program that offers multiple innovative academic pathways to create College and Career ready students. Our innovative programs include Pre-Law, Pre-Medical Science, Marine Science, Aerospace Science, and Computer Engineering. At Lauderdale Lakes Middle we offer programs and courses that meet the needs of all learners. The curriculum is designed to reinforce the vision and mission of the school by offering accelerated high school courses and electives that are aligned to core classes. Students are given the opportunity to earn high school credit by taking courses such as Algebra I, Algebra II, Geometry, Pre-Calculus, Biology, U.S. History, World History, Spanish I, Spanish II and Spanish III. Educating today's students to succeed in tomorrow's world is the vision that governs our school.

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

The vision at Lauderdale Lakes Middle for career and technical education programs is to create innovative academic playgrounds that connect innate abilities and academia to develop tomorrow's leaders. We offer students classes in the following industry fields:

Computer Science Laboratory - over 1200 square feet of customized workspace with six e-community hubs each equipped with a 48" flat screen television has been designed to support collaborative thinking and problem solving in a blended learning environment. Our imaginative playground of ultramodern technology; include NAO, the world's leading humanoid robot for research and education worldwide along with LEGO Mindstorms, immerses students in a world that engenders creativity and critical thinking.

Pre-Med Laboratory - over 1600 square feet of general space, a 200 square foot ambulance, a 250

square foot virtual surgery room are strategically designed to submerge students into the world of human anatomy resulting in a wealthy assumption of medical knowledge using virtual and augmented reality solutions. Students are able to work collaboratively with others from around the world through remote attendance, gain a deeper understanding of concepts by illustrating processes through 3D technology, utilize Simulaid Medical Dummies and Digital Light Processing (DLP) technology. By the engagement of heart and mind, students are spurred on to solve today and tomorrow's health issues as they emerge as the world's next medical problem solvers.

Pre-Law Laboratory - realistic simulations, practicing courtroom procedures, developing the art of verbal negotiation, becoming familiar with and preparing for real world professional law at practice are all provisos of our Pre-Law workspace. Minds are working while verbal and non-verbal communication are captured on six high definition cameras for strategic debriefing in a 1200 square foot workspace. An interactive whiteboard designed for multiple users, video conferencing, digitizing presentations and research facilitation is the center attraction alongside a mobile I-pad law library.

Marine/Environmental Laboratory - Florida's rich culture of waterways and life living on a peninsula are captured in our Maritime 2800 square foot building dedicated to teach this generation how to co-exist with nature. The building features a learning lab with interactive 3D whiteboards, two 65" televisions connecting students to the latest news regarding our oceans and software to engage them with Maritime technologies. Our sustainable plant and seafood research lab is equipped with two 400 gallon fresh water tanks, over 660 gallons of salt water in multi-tanks along with hydroponic and aquaponic stations. Biotechnology and up cycling come alive as students investigate and discover the new era of farming with fish, coral and plant life.

Aerospace Laboratory - our 2400 square foot Aerospace Lab outfitted with a three dimensional high definition 360 degree panoramic mobile planetarium brings a space station to Earth providing our students with an immersive, awe-inspiring view of the cosmos. Space comes to life and closer to the realm of understandability. The aviator workspace is furnished with cutting edge software to design aerodynamic and ecofriendly aircrafts with 3D printers that produce realistic model airplanes. Resultantly, exploring flight and space is transformed from abstract to real as students fly around the planet aided by 3D imagery, flight simulators and tech-powered drones with their sights set high on a FAA private pilot license.

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

6th Grade

All students are scheduled to take STEM (pre-med, aerospace, marine environmental and exploratory technology) electives on a quarter (9 week) wheel. Music and leadership skills are offered as semester courses. At the end of the year students will select a focus STEM elective, which will align with their core-subject area strength. Students can also take Speech I aligned to our pre-law course of study program.

7th/8th Grades

All students are schedule to take a year long STEM elective for high school credit for two years. In addition, students can also earn high school credit in Spanish 1, 2, and/or 3 along with high school math and science courses. Course selections are carefully aligned to maximize student strengths in literacy, math, and/or science. For example, students who are strong in the sciences will select marine science or pre-med pathways. They will also enrolled in Biology, participate in the STEM club, and participate in academic science competitions.

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.

The Instructional Coaches facilitated a needs assessment (attached) with their teachers. The needs assessment targeted the areas of planning, progress monitoring, remediation/enrichment and student data chats. Professional Development will be weekly and aligned to these four areas.

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.

FSA data and a teacher needs assessment identifies that teachers need professional development on utilizing the item specification and standards to effectively plan. Teachers will engage in planning during PLCs.

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.** Implement a seamless RtI process that tiers support for our most at-risk students by effective planning and collaboration by the RtI team.

- G2.** If teachers rigorously implement standards-based instruction in conjunction with high yield strategies, then student academic performance proficiency will increase.

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. Implement a seamless RtI process that tiers support for our most at-risk students by effective planning and collaboration by the RtI team. 1a

G087273

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	15.0
Attendance rate	95.0

Targeted Barriers to Achieving the Goal 3

- Schedule of time so that appropriate personnel can participate in the RtI meetings.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District based RtI contact
- Re-connection specialists connecting with students when they transition back from suspension.

Plan to Monitor Progress Toward G1. 8

During the RtI meeting, the team collaborates with the teachers to monitor the progress of Tier 1 strategies for targeted students, as well as providing the necessary Tier 2 support. Additionally, data is collected through a frequency assessment, analyzed, and reviewed during the RtI cycle.

Person Responsible

Amanda Nault

Schedule

Biweekly, from 9/5/2016 to 6/8/2017

Evidence of Completion

Teacher and guidance counselor observations, frequency assessments, daily progress report

G2. If teachers rigorously implement standards-based instruction in conjunction with high yield strategies, then student academic performance proficiency will increase. 1a

G087274

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	35.0
FSA ELA Achievement	36.0
FCAT 2.0 Science Proficiency	39.0

Targeted Barriers to Achieving the Goal 3

- Teachers exhibit challenges with effectively unwrapping FSA standards and monitoring mastery in all core content areas.

Resources Available to Help Reduce or Eliminate the Barriers 2

- College Career Readiness Lexile Assessments In Classroom Libraries by Lexile Title 1 Funds ELO Funds Partners in Education Common planning Instructional coaches, Department chairs, Support facilitators ESOL Para, Administrative Support, External Support (District/State), Technology Specialist, Smartrooms/Technology, USATestPrep Software ESE Support Room, Mathematics Lab, Common Science labs, and PMRN
- Individualized Learning Systems (CompassLearning)

Plan to Monitor Progress Toward G2. 8

Collect and analyze various performance data from teachers and students.

Person Responsible

James Griffin

Schedule

Monthly, from 8/22/2016 to 4/28/2017

Evidence of Completion

Instructional practice scores (teachers), student achievement scores (FSA, BAFS, EOCs), and acceleration data.

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Implement a seamless RtI process that tiers support for our most at-risk students by effective planning and collaboration by the RtI team. **1**

 G087273

G1.B1 Schedule of time so that appropriate personnel can participate in the RtI meetings. **2**

 B231991

G1.B1.S1 Guidance Director will work with Social Worker to create a schedule for attendance coaches to meet and provide support with truancy issues. **4**

 S244793

Strategy Rationale

To decrease the number of students late to school, absent from school, and skipping class.

Action Step 1 **5**

Weekly RtI meetings

Person Responsible

Amanda Nault

Schedule

Weekly, from 8/30/2016 to 5/30/2017

Evidence of Completion

Agenda, Tier 1 strategies entered by teachers on BASIS, Follow-up communication to teachers

Action Step 2 **5**

Tiered support for truant students.

Person Responsible

Amanda Nault

Schedule

Weekly, from 9/6/2016 to 5/30/2017

Evidence of Completion

Attendance coach schedule and outcomes.

Action Step 3 5

Re-Connection plan for students returning after suspension for specific targeted infractions.

Person Responsible

Amanda Nault

Schedule

Weekly, from 9/6/2016 to 5/30/2017

Evidence of Completion

Re-Connect plan specialist log.

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

Weekly meetings and updates with admin

Person Responsible

Amanda Nault

Schedule

Weekly, from 9/6/2016 to 5/30/2017

Evidence of Completion

Tier strategies on BASIS, FBA/PBIP review

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

Weekly Guidance Department PLCs

Person Responsible

Jill Slesinski

Schedule

Weekly, from 9/22/2016 to 5/30/2017

Evidence of Completion

The evidence collected will be the progress made by students on Tier 2/3 as documented on BASIS.

G2. If teachers rigorously implement standards-based instruction in conjunction with high yield strategies, then student academic performance proficiency will increase. 1

G087274

G2.B1 Teachers exhibit challenges with effectively unwrapping FSA standards and monitoring mastery in all core content areas. 2

B231994

G2.B1.S1 Instructional Coaches and Specialists will facilitate professional development during common planning to support teachers with unwrapping content standards and providing students with specific feedback on mastery. 4

S244794

Strategy Rationale

Increase standards alignment;
Incorporate continuous daily monitoring to provide effective feedback to students;
Identify promising high yield strategies;
Build capacity, sustainability and collaboration among instructional staff;

Action Step 1 5

Teachers will receive professional support based on walk-throughs, teacher data chats, and an individualized instructional plan.

Person Responsible

Cassandra Adderley

Schedule

Weekly, from 8/29/2016 to 4/28/2017

Evidence of Completion

Teacher generated lesson plans, common assessments, performance tasks (formative and summative)

Action Step 2 5

Facilitate professional learning opportunities in all content areas.

Person Responsible

Armando Alejo

Schedule

Biweekly, from 8/16/2016 to 4/26/2017

Evidence of Completion

Schedule, PLC minutes and professional development follow-up assignments.

Action Step 3 5

Create a professional development action plan that includes a schedule and content based on the results needs assessment survey.

Person Responsible

Jill Slesinski

Schedule

On 4/28/2017

Evidence of Completion

Action Plan

Action Step 4 5

Conduct a teacher needs assessment.

Person Responsible

Jill Slesinski

Schedule

On 9/2/2016

Evidence of Completion

Data collected from needs assessment survey.

Action Step 5 5

Teachers provide evidence of Tier 2 services provided to students.

Person Responsible

Jill Slesinski

Schedule

Weekly, from 8/31/2016 to 4/28/2017

Evidence of Completion

Student data charts, portfolios, RtI data reports and formative assessment results

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

Peer observations, snapshots, informal observations, and formal observations.

Person Responsible

James Griffin

Schedule

Weekly, from 8/24/2015 to 4/28/2016

Evidence of Completion

Lesson plans, student work, classroom observations

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

Collect and analyze various formative and summative assessments

Person Responsible

Beatrice Baptiste

Schedule

Biweekly, from 8/31/2015 to 4/28/2016

Evidence of Completion

Student 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					
G2.B1.S1.MA1 M329385	Collect and analyze various formative and summative assessments	Baptiste, Beatrice	8/31/2015	Student data	4/28/2016 biweekly
G2.B1.S1.MA1 M329386	Peer observations, snapshots, informal observations, and formal observations.	Griffin, James	8/24/2015	Lesson plans, student work, classroom observations	4/28/2016 weekly
G2.B1.S1.A4 A316957	Conduct a teacher needs assessment.	Slesinski, Jill	8/31/2016	Data collected from needs assessment survey.	9/2/2016 one-time
G2.B1.S1.A2 A316955	Facilitate professional learning opportunities in all content areas.	Alejo, Armando	8/16/2016	Schedule, PLC minutes and professional development follow-up assignments.	4/26/2017 biweekly
G2.MA1 M329387	Collect and analyze various performance data from teachers and students.	Griffin, James	8/22/2016	Instructional practice scores (teachers), student achievement scores (FSA, BAFS, EOCs), and acceleration data.	4/28/2017 monthly
G2.B1.S1.A1 A316954	Teachers will receive professional support based on walk-throughs, teacher data chats, and an...	Adderley, Cassandra	8/29/2016	Teacher generated lesson plans, common assessments, performance tasks (formative and summative)	4/28/2017 weekly
G2.B1.S1.A3 A316956	Create a professional development action plan that includes a schedule and content based on the...	Slesinski, Jill	8/31/2016	Action Plan	4/28/2017 one-time
G2.B1.S1.A5 A316958	Teachers provide evidence of Tier 2 services provided to students.	Slesinski, Jill	8/31/2016	Student data charts, portfolios, RtI data reports and formative assessment results	4/28/2017 weekly
G1.B1.S1.MA1 M329382	Weekly Guidance Department PLCs	Slesinski, Jill	9/22/2016	The evidence collected will be the progress made by students on Tier 2/3 as documented on BASIS.	5/30/2017 weekly
G1.B1.S1.MA1 M329383	Weekly meetings and updates with admin	Nault, Amanda	9/6/2016	Tier strategies on BASIS, FBA/PBIP review	5/30/2017 weekly
G1.B1.S1.A1 A316951	Weekly RtI meetings	Nault, Amanda	8/30/2016	Agenda, Tier 1 strategies entered by teachers on BASIS, Follow-up communication to teachers	5/30/2017 weekly
G1.B1.S1.A2 A316952	Tiered support for truant students.	Nault, Amanda	9/6/2016	Attendance coach schedule and outcomes.	5/30/2017 weekly
G1.B1.S1.A3 A316953	Re-Connection plan for students returning after suspension for specific targeted infractions.	Nault, Amanda	9/6/2016	Re-Connect plan specialist log.	5/30/2017 weekly
G1.MA1 M329384	During the RtI meeting, the team collaborates with the teachers to monitor the progress of Tier 1...	Nault, Amanda	9/5/2016	Teacher and guidance counselor observations, frequency assessments, daily progress report	6/8/2017 biweekly

V. Professional Development Opportunities

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

G1. Implement a seamless Rtl process that tiers support for our most at-risk students by effective planning and collaboration by the Rtl team.

G1.B1 Schedule of time so that appropriate personnel can participate in the Rtl meetings.

G1.B1.S1 Guidance Director will work with Social Worker to create a schedule for attendance coaches to meet and provide support with truancy issues.

PD Opportunity 1

Re-Connection plan for students returning after suspension for specific targeted infractions.

Facilitator

Nault

Participants

Security team, guidance team, administration

Schedule

Weekly, from 9/6/2016 to 5/30/2017

G2. If teachers rigorously implement standards-based instruction in conjunction with high yield strategies, then student academic performance proficiency will increase.

G2.B1 Teachers exhibit challenges with effectively unwrapping FSA standards and monitoring mastery in all core content areas.

G2.B1.S1 Instructional Coaches and Specialists will facilitate professional development during common planning to support teachers with unwrapping content standards and providing students with specific feedback on mastery.

PD Opportunity 1

Teachers will receive professional support based on walk-throughs, teacher data chats, and an individualized instructional plan.

Facilitator

Internal and District Support

Participants

Teachers

Schedule

Weekly, from 8/29/2016 to 4/28/2017

PD Opportunity 2

Facilitate professional learning opportunities in all content areas.

Facilitator

Instructional Coaches, Department Chairs, and District Support

Participants

Teachers

Schedule

Biweekly, from 8/16/2016 to 4/26/2017

PD Opportunity 3

Teachers provide evidence of Tier 2 services provided to students.

Facilitator

Antonio Burgess and Amanda Nault

Participants

Teachers, guidance counselors and support facilitators

Schedule

Weekly, from 8/31/2016 to 4/28/2017

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	Weekly Rtl meetings				\$0.00
2	G1.B1.S1.A2	Tiered support for truant students.				\$0.00
3	G1.B1.S1.A3	Re-Connection plan for students returning after suspension for specific targeted infractions.				\$0.00
4	G2.B1.S1.A1	Teachers will receive professional support based on walk-throughs, teacher data chats, and an individualized instructional plan.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I, Part D		\$0.00
5	G2.B1.S1.A2	Facilitate professional learning opportunities in all content areas.				\$0.00
6	G2.B1.S1.A3	Create a professional development action plan that includes a schedule and content based on the results needs assessment survey.				\$0.00
7	G2.B1.S1.A4	Conduct a teacher needs assessment.				\$0.00
8	G2.B1.S1.A5	Teachers provide evidence of Tier 2 services provided to students.				\$0.00
					Total:	\$0.00