

Marion County Public Schools

Lake Weir High School



2016-17 Schoolwide Improvement Plan

Lake Weir High School

10351 SE MARICAMP RD, Ocala, FL 34472

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2015-16 Title I School</p> <p>No</p>	<p>2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>78%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>42%</p>

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Marion County School Board on 1/24/2017.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

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

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

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.

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

BE RESPONSIBLE
 BE RESPECTFUL
 BE HERE

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

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

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

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	0	0	0	78	81	65	70	294
One or more suspensions	0	0	0	0	0	0	0	0	0	93	107	79	75	354
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	177	87	80	28	372
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	129	391	200	176	896

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	0	0	0	212	234	179	174	799

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

In the 2015-16 school year, staff will focus on building relationships with students and families and planning purposeful, standards-driven lessons.

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

In order to help improve student attendance, and involved families more in the academic success of their child, teachers will notify families when their student has fallen below a C after four weeks of class each quarter, or when a student has missed three or more days of classroom instruction. A local initiative is set in place for our seniors because their attendance has been an ongoing issue. Seniors who have no unexcused absences for the year will enter a drawing to win a car. All other grade levels will participate in our ongoing PBS events to reward on-time classroom attendance, as well as positive behavior.

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

LWH plans to utilize all available media to make contact with parents, students and community stakeholders throughout the school year. Our school web page has been revamped to make it easier to find links, as well as an app that communicates with parents through electronic flyers. Additionally, a school-to-home phone system, Skylert is fully functioning and is being used to send voice, email and texts to parents on critical issues as well as updates to school happenings. We plan to continue raising the level of parent involvement by recruiting parents at various school activities such as open houses and sporting events, to become more involved as volunteers, fundraisers and active participants in our school. The principal and assistant principals will continue to speak and participate in community based events in hopes of further involve all stakeholders at Lake Weir High.

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.

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

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
Beasley, Jennifer	Principal
Busbee, Heather	Dean
Maier, Donald	Assistant Principal
Ferguson, Susan	Administrative Support
Newport, Teresa	Administrative Support
Williams, Bo	Assistant Principal

b. Duties

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

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

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

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

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

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

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

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

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

The Synergy team follows this process:

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

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

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

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

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

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

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

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

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Katie Nordelo	Student
Linda Duprey	Parent
Susan Feruson	Teacher
Roxanne Fanning	Parent
Kathleen Williams	Teacher
Tracy Guerrero	Parent
Lilly Ulate	Parent
Jennifer Beasley	Principal
Joni Hoff	Parent
Kim Wilemon	Parent
Vanessa Wilemon	Parent
Regina Nichols	Parent
Debra Asprey	Business/Community
John Gibb	Principal
Arianna Ulate	Student

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

During the first SAC meeting, time was set aside for the review of last year's school improvement plan. Strategies and goals were set and addressed for 2016-17 school year.

b. Development of this school improvement plan

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

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

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

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

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

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

No

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

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

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
Beasley, Jennifer	Principal
Busbee, Heather	Dean
Jacobs, Jason	Dean
Ferguson, Susan	Administrative Support
Maier, Donald	Assistant Principal
Graham, Pamela	Teacher, K-12
Hicks, Timothy	Teacher, ESE
DuVall, Myrna	Teacher, ESE
Richardson, Sharon	Teacher, K-12
Greenleaf, Leah	Teacher, K-12

b. Duties

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

Our LLT, is now called the Literacy Action Team. It is made up of our Florida Standards Lead Teachers and our administrators. We met this summer to complete the 8-step process in preparation for our CIM plan to the state. As a team, we have decided to focus efforts on teacher planning across all grade levels. The focus this year is building relationships with students and families in an effort to raise student achievement.

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

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

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.

We have several strategies:

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

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

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

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

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

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

Planned mentoring activities include:

1. Plan meetings with mentors and mentees.
2. Professional development opportunities monthly throughout the 16-17 school year.
3. Collaborate to discuss upcoming lessons and common assessments.

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.

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

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

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

process of determining where instruction needs improvement.

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

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:

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

All of the Florida Standards Practices have increased the quality of learning that is occurring at Lake Weir. Our students have assumed more responsibility for their learning and our teachers find the process rewarding as well.

Strategy Rationale

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

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

DuVall, Myrna, myrna.duvall@marion.k12.fl.us

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

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

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.

Eighth Grade Preview Day is a program that we have at Lake Weir High School as a comprehensive effort to introduce the school to the new 9th graders. It allows them to become familiar with the campus and meet key members of the administrative team. During the preview, students are able to visit the vocational and elective classes that they can choose from for their schedule. They are given information about the difference between middle and high school and they hear from teachers, administrators and guidance counselors.

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

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.

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

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

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

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

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

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

Lake Weir offers a curriculum that prepares students to be successful after graduation, whether they continue their education in an academic setting or enter the workforce. We have IB courses, AP (Advanced Placement), and Honors Courses. We have support facilitation classrooms, applied technology programs and modified courses for exceptional students. We also have top-notch vocational programs such as: Construction, Jr. ROTC, Graphic Arts, Health Science, Culinary Arts, Digital Design, and Video Productions that train and prepare students for careers beyond high school. Students enrolled in these classes have the opportunity to take industry certification exams to obtain

certification before graduating. We also have a very active Career Lab on campus where classes and individual students visit for career assessments and information. Community Based Vocational Training (CBVT) is available for students participating in Special Education. The OJT (On the Job Training) Program is available for eligible students as well.

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

- We have students who are signed up for Math for College Readiness. This course is designed to prepare them for the rigorous requirements of college, with the goal to prepare our college-bound students so that they will not have to take a remedial math course in college.
- We also have students enrolled in English IV College Prep. These are our non-proficient readers and they will also all be enrolled in an Intensive Reading class. These two teachers will concentrate on SAT and ACT skills in order to have all of these students be “college ready” by the end of the year.
- We have a co-teach English III set up for our non-proficient Juniors. These students will focus on passing the FSA/FCAT and/or the ACT/SAT, so that they are also ready for the post-secondary world.
- ACT/SAT tutoring is offered after school and on Saturdays.
- Free vouchers are available for the ACT and SAT to qualifying students.
- Students are provided computer use before and after school to fill out college applications and to get help with writing essays for college.

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.

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

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.

NA

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.

NA

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.** Through building relationships with our students, engaging them with quality instruction, and providing enrichment activities throughout the school-year, the student attendance rate will increase.

- G2.** Teachers will actively participate in PLC's using aligned assessments to make data driven instructional decisions resulting in increased student achievement.

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. Through building relationships with our students, engaging them with quality instruction, and providing enrichment activities throughout the school-year, the student attendance rate will increase. **1a**

G087360

Targets Supported **1b**

Indicator	Annual Target
Attendance rate	93.0

Targeted Barriers to Achieving the Goal **3**

- Lack of quality planning for lessons and time for true collaborative planning with peers teaching the same subject or subject area.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Book study facilitated by Mrs. Beasley; time allotted weekly for grade and subject-specific collaborative planning; district-initiated PD with a focus on the planning piece

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

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

Person Responsible

Bo Williams

Schedule

Monthly, from 9/30/2016 to 5/12/2017

Evidence of Completion

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

G2. Teachers will actively participate in PLC's using aligned assessments to make data driven instructional decisions resulting in increased student achievement. 1a

G087361

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	80.0

Targeted Barriers to Achieving the Goal 3

- Teacher buy-in / One more thing to do
- Current PLCS are not being used to purposefully drive instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Time
- Support Personnel
- Data
- Curriculum Mapping
- PLC Guiding Documents
-

Plan to Monitor Progress Toward G2. 8

student achievement data - common/formative/summative assessments as well as grade book and attendance

Person Responsible

Donald Maier

Schedule

Monthly, from 8/24/2016 to 5/18/2017

Evidence of Completion

lesson plans; PLC notes; common assessments; CWTS; observations

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Through building relationships with our students, engaging them with quality instruction, and providing enrichment activities throughout the school-year, the student attendance rate will increase. 1

G087360

G1.B1 Lack of quality planning for lessons and time for true collaborative planning with peers teaching the same subject or subject area. 2

B232158

G1.B1.S1 Teachers will use proven planning strategies to focus on the Standards and mastery of content. Curriculum maps will serve as a guide with daily/weekly planning focusing on student needs and growth. 4

S245016

Strategy Rationale

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

Action Step 1 5

Teachers become more inviting; lessons more engaging and the school is open for students as much as possible

Person Responsible

Donald Maier

Schedule

Daily, from 8/10/2016 to 5/12/2017

Evidence of Completion

teacher participation in grade level and PD activities; student attendance; student use of MC

Action Step 2 5

Peer Visits

Person Responsible

Donald Maier

Schedule

On 1/27/2017

Evidence of Completion

Peer visit log

Action Step 3 5

Academic buildings open at 8:30 and locked NET 4:30

Person Responsible

Donald Maier

Schedule

Daily, from 8/17/2016 to 5/19/2017

Evidence of Completion

Buildings are unlocked; teachers are utilizing passes for students to go to tutoring, media center, or rooms to complete class activities.

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

Classroom walkthroughs and observations

Person Responsible

Jennifer Beasley

Schedule

Weekly, from 8/17/2016 to 5/12/2017

Evidence of Completion

Data in TNL that is collected through observations.

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

Peer visit logs

Person Responsible

Donald Maier

Schedule

Quarterly, from 10/14/2016 to 5/19/2017

Evidence of Completion

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

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

Building walk-throughs; tutoring logs

Person Responsible

Donald Maier

Schedule

Monthly, from 8/17/2016 to 5/19/2017

Evidence of Completion

MC usage report; teachers logs for tutoring

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

Student attendance data

Person Responsible

Bo Williams


Schedule

Monthly, from 8/10/2016 to 5/12/2017

Evidence of Completion

Student attendance data will be collected monthly.

G1.B1.S2 To aid building relationships, teachers and staff will make calls home to encourage attendance and academic success. 4

 S245017

Strategy Rationale

Teachers and staff will make calls home when students fall below the "C" grade threshold, or are absent frequently, to help gain an understanding of potential issues with the student or family, providing a more student-friendly problem solving method.

Action Step 1 5

Teachers make calls home when student's grade drops below C after 4 weeks each quarter or student is absent more than three days.

Person Responsible

Bo Williams

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Teacher grade books and call logs

Action Step 2 5

Teachers participate in grade-level PLCs to discuss student issues with counselors and administrators.

Person Responsible

Jennifer Beasley

Schedule

Monthly, from 8/17/2016 to 5/19/2017

Evidence of Completion

PLC logs, social work referrals, CST meeting notes; MTSS referrals

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

Administrators chair grade level meetings to help keep teacher focus on students of concern and follow-up with counselors and MTSS team.

Person Responsible

Bo Williams

Schedule

Monthly, from 8/17/2016 to 5/19/2017

Evidence of Completion

PLC logs; MTSS referrals; SWS referrals

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

Grade level PLC forms and quality of teacher dialogue during PLC intervention meetings and discussions on student grouping or intervention plans.

Person Responsible

Jennifer Beasley

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

PLC logs; CWTs; MTSS meeting notes

G2. Teachers will actively participate in PLC's using aligned assessments to make data driven instructional decisions resulting in increased student achievement. 1

G087361

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

B232159

G2.B1.S1 Having a clear purpose and outline for success for PLCs. 4

S245018

Strategy Rationale

Setting a clear purpose/goals for the will give clear focus of priorities for the year - increase student achievement.

Action Step 1 5

Share the goal from the School Improvement Plan.

Person Responsible

Donald Maier

Schedule

On 8/3/2016

Evidence of Completion

Welcome Back Power Point

Action Step 2 5

Explain the rationale behind the purpose of using data to drive the PLC.

Person Responsible

Jennifer Beasley

Schedule

Daily, from 8/3/2016 to 5/12/2017

Evidence of Completion

Meeting agenda/power point

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

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

Vocabulary Tab in Teacher Portfolios

Person Responsible

Jennifer Beasley

Schedule

Weekly, from 8/10/2016 to 5/12/2017

Evidence of Completion

Based on the schedule of PLC meetings, we should see teachers using varied instructional strategies immediately. As well as tailoring their instruction based on data discussed at weekly meetings. We can also use Observation data on TrueNorthlogic

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

Observations from teachers about students' performance; CWTs, formative assessments

Person Responsible

Donald Maier

Schedule

Monthly, from 8/10/2016 to 5/12/2017

Evidence of Completion

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

G2.B3 Current PLCs are not being used to purposefully drive instruction **2**

 B232161

G2.B3.S1 Weekly PLCs with administration and coaches; Planning or reviewing lesson plans, common assessments, curriculum maps; review of Successmaker; AimsWeb; FCA, Learning Checks **4**

 S245019

Strategy Rationale

collection and analysis of data charts to create a culture of transparency, review and support teachers with strategies.

Action Step 1 **5**

Set Norms and clear expectations of PLCs

Person Responsible

Jennifer Beasley

Schedule

Weekly, from 9/6/2016 to 5/12/2017

Evidence of Completion

PLC form/guiding questions/PLC notebook

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

Guiding Questions/PLC notebook setup/PLC forms

Person Responsible

Donald Maier

Schedule

Weekly, from 9/6/2016 to 5/12/2017

Evidence of Completion

Completed PLC forms

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Grade level PLC forms and quality of teacher dialogue during PLC intervention meetings and discussions on student grouping or intervention plans.

Person Responsible

Donald Maier

















Schedule

Weekly, from 9/6/2016 to 5/12/2017





Evidence of Completion

PLC forms, walk-throughs, lesson plans

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.A1  A317222	Share the goal from the School Improvement Plan.	Maier, Donald	8/3/2016	Welcome Back Power Point	8/3/2016 one-time
G1.B1.S1.A2  A317218	Peer Visits	Maier, Donald	8/29/2016	Peer visit log	1/27/2017 one-time
G1.MA1  M329915	Student attendance data will be collected to monitor progress towards meeting our goal.	Williams, Bo	9/30/2016	Student attendance data will be collected to demonstrate the goal is being monitored and progress is being made.	5/12/2017 monthly
G1.B1.S1.MA1  M329909	Student attendance data	Williams, Bo	8/10/2016	Student attendance data will be collected monthly.	5/12/2017 monthly
G1.B1.S1.MA1  M329910	Classroom walkthroughs and observations	Beasley, Jennifer	8/17/2016	Data in TNL that is collected through observations.	5/12/2017 weekly
G1.B1.S1.A1  A317217	Teachers become more inviting; lessons more engaging and the school is open for students as much as...	Maier, Donald	8/10/2016	teacher participation in grade level and PD activities; student attendance; student use of MC	5/12/2017 daily
G2.B1.S1.MA1  M329916	Observations from teachers about students' performance; CWTs, formative assessments	Maier, Donald	8/10/2016	Teachers will be administered a feedback survey on the Literacy Plan three times a year. We administered once in August before training, we will do another one in December after we have had 2 months of implementation, and then a final one in May. This is just for feedback on their buy-in and support of this process.	5/12/2017 monthly
G2.B1.S1.MA1  M329917	Classroom observations, walk-throughs, attendance/participation at meetings, student samples of...	Beasley, Jennifer	8/10/2016	Based on the schedule of PLC meetings, we should see teachers using varied instructional strategies immediately. As well as tailoring their instruction based on data discussed at weekly meetings. We can also use Observation data on TrueNorthlogic	5/12/2017 weekly
G2.B1.S1.A2  A317223	Explain the rationale behind the purpose of using data to drive the PLC.	Beasley, Jennifer	8/3/2016	Meeting agenda/power point	5/12/2017 daily
G2.B3.S1.MA1  M329918	Grade level PLC forms and quality of teacher dialogue during PLC intervention meetings and...	Maier, Donald	9/6/2016	PLC forms, walk-throughs, lesson plans	5/12/2017 weekly
G2.B3.S1.MA1  M329919	Guiding Questions/PLC notebook setup/ PLC forms	Maier, Donald	9/6/2016	Completed PLC forms	5/12/2017 weekly
G2.B3.S1.A1  A317224	Set Norms and clear expectations of PLCs	Beasley, Jennifer	9/6/2016	PLC form/guiding questions/PLC notebook	5/12/2017 weekly
G2.MA1  M329920	student achievement data - common/formative/summative assessments as well as grade book and...	Maier, Donald	8/24/2016	lesson plans; PLC notes; common assessments; CWTs; observations	5/18/2017 monthly
G1.B1.S1.MA2  M329911	Peer visit logs	Maier, Donald	10/14/2016	Teachers will turn their peer visit logs into their observing administrator.	5/19/2017 quarterly
G1.B1.S1.MA4  M329912	Building walk-throughs; tutoring logs	Maier, Donald	8/17/2016	MC usage report; teachers logs for tutoring	5/19/2017 monthly
G1.B1.S1.A3  A317219	Academic buildings open at 8:30 and locked NET 4:30	Maier, Donald	8/17/2016	Buildings are unlocked; teachers are utilizing passes for students to go to tutoring, media center, or rooms to complete class activities.	5/19/2017 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.MA1  M329913	Grade level PLC forms and quality of teacher dialogue during PLC intervention meetings and...	Beasley, Jennifer	8/10/2016	PLC logs; CWTs; MTSS meeting notes	5/19/2017 monthly
G1.B1.S2.MA1  M329914	Administrators chair grade level meetings to help keep teacher focus on students of concern and...	Williams, Bo	8/17/2016	PLC logs; MTSS referrals; SWS referrals	5/19/2017 monthly
G1.B1.S2.A1  A317220	Teachers make calls home when student's grade drops below C after 4 weeks each quarter or student...	Williams, Bo	8/10/2016	Teacher grade books and call logs	5/19/2017 monthly
G1.B1.S2.A2  A317221	Teachers participate in grade-level PLCs to discuss student issues with counselors and...	Beasley, Jennifer	8/17/2016	PLC logs, social work referrals, CST meeting notes; MTSS referrals	5/19/2017 monthly

V. Professional Development Opportunities

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

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	Teachers become more inviting; lessons more engaging and the school is open for students as much as possible	\$0.00
2	G1.B1.S1.A2	Peer Visits	\$0.00
3	G1.B1.S1.A3	Academic buildings open at 8:30 and locked NET 4:30	\$0.00
4	G1.B1.S2.A1	Teachers make calls home when student's grade drops below C after 4 weeks each quarter or student is absent more than three days.	\$0.00
5	G1.B1.S2.A2	Teachers participate in grade-level PLCs to discuss student issues with counselors and administrators.	\$0.00
6	G2.B1.S1.A1	Share the goal from the School Improvement Plan.	\$0.00
7	G2.B1.S1.A2	Explain the rationale behind the purpose of using data to drive the PLC.	\$0.00
8	G2.B3.S1.A1	Set Norms and clear expectations of PLCs	\$0.00
Total:			\$0.00