Lake Weir Middle School

2017-18 Schoolwide Improvement Plan

Lake Weir Middle School

10220 SE SUNSET HARBOR RD, Summerfield, FL 34491

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	88%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	D*	D

*Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Lake Weir Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Lake Weir Middle School exists to prepare middle school students, within three years, for participation in rigorous academic and vocational programs at any secondary school.

b. Provide the school's vision statement.

Lake Weir Middle School will be a safe and caring school environment that equips students with knowledge, skills, and a desire to succeed. Students will leave with Lakeside Pride prepared for a future that includes high school graduation, college and workforce readiness, and citizenship that promotes positive social change.

2. School Environment

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

We offer parent teacher conferences before school to ensure good communication between our parents, students and staff. Meeting with students and parents provides and opportunity for our staff to build relationships and offer support. We provide a variety of parent involvement activities to build support for parents and develop home/school relationships.

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

Our school provides supervision upon arrival, during transitions and at dismissal using administrators, faculty members and staff members. Administrative team members are visible and available during all transitions so that students may report concerns. Counseling services are provided to students and families when needed to ensure healthy social-emotional development. Bullying and other social barriers to learning are addressed throughout the school year through mentoring programs, behavior improvement plans, and the Multi-Tiered System of Supports (MTSS) processes.

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.

All staff members are trained in the use of behavior interventions. A school-wide token economy is used to recognize positive, supportive behaviors. School-wide expectations and procedures are developed by teachers working with administrators. Discipline data is frequently reviewed to identify areas in need of improvement. Progressive discipline is used to ensure equity and fairness when delivering disciplinary actions.

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

The school has several mentoring programs:
Deans meet with Tier 2-Tier 3 behavior students on a monthly basis for goal setting and behavior modification.

Daily "check in-check out" procedures are used.
Guidance Counselors and Administration meet with select students on a monthly basis for goal setting and academic conversations.
Guidance Counselors meet individually and in small groups to assist students and families in overcoming barriers to learning, both in and outside of the school.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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

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

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

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

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	56	86	49	0	0	0	0	191

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

The following link provides a wide variety of strategies for engaging students and families in the educational process. In lieu of itemizing all strategies, and since strategies are selected based upon unique student needs, a sampling is provided here. Please note that two school-wide models of intervention include student mentoring and the middle school model of teaming to promote a single focus and positive relationships among students and stakeholders.
http://www.schoolengagement.org/index.cfm/Attendance

Attendance- Social Work visits, Wake-up calls, Incentives
Suspensions- Check-in/Check-out, Counsel upon Return, Behavior Contracts, PBS
Course Failure- Extended Learning (before and after school), Summer school, Goal setting,

Opportunities for Unit Recovery
Level 1s- MTSS, Academic Coaches, Intensive Reading and Math instruction, Success Maker

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/428100.

2. Description

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

See online PIP
Lake Weir Middle builds partnerships with local businesses, churches, and community organizations in order to bring community support into the classroom. Our teachers work with business sponsorship and service learning to return to the community needed resources and valuable relationships toward the overall health and growth of the community.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Ellers, David	Principal
Zadnik, Paige	Assistant Principal
Hicks, Brandon	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.

The leadership of Lake Weir Middle will serve the educational community through a focused mission. Administrators facilitate organization development through research, practice, and program evaluation. Leadership team members ensure a safe, positive, and caring learning environment.

Teachers are involved in decision making through committees and individual collaboration with the administrative team.

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 focus of school leadership is the creation and maintenance of a safe orderly learning environment and the implementation of research based high effect teaching and learning strategies. As such funds are prioritized for personnel followed by professional development and technology. Administration is responsible for creating a year-long meeting schedule that addresses the diversity of faculty and student needs. Technology and media equipment is inventoried on an annual basis and the principal and Title I Instructional Support Personnel (ISP) meet monthly to review the plan for spending and how to apply resources for the highest impact.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
	Teacher
David Ellers	Principal
Tracy Byrd	Parent
Patricia Glover	Parent
Miranda Turner	Education Support Employee
Maria Castillo	Parent
Marjorie Conlan	Parent
James Rowe	Parent
Cristie Rowe	Parent
Mariela Cox	Teacher
Adrienne Ellers	Parent
H. Ken Elliott	Parent
Helen Hamel	Teacher
Julie Kelch	Teacher
Nadine Ohlnger	Parent
Marshall Pettway	Teacher
Jennifer Boring	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

At the first SAC meeting held in September, SAC reviewed the 2016-2017 SIP and 201-2017 PIP and recommended changes to improve both plans for the 2017-18 school year.

b. Development of this school improvement plan

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

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

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

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

No SAC funds were used in 2016-17 school year.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
No

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

We lack minority (black) membership in SAC. We will continue to recruit parent members to bring our SAC into compliance.

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
Ellers, David	Principal
Zadnik, Paige	Assistant Principal
Turner, Miranda	Instructional Coach
Kutz, Laura	Instructional Media
Brooks, Michelle	School Counselor
Tripp, Janis	School Counselor
Styles, Jennifer	School Counselor

b. Duties

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

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

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

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

Each day begins with common planning time for all teachers during which teachers are encouraged to collaborate with their peers. Additionally, every Tuesdays, teachers meet by course to work on common planning with the support of Content Area Specialists and administrators. Teachers have ongoing training on standards based instruction and high effect planning.

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

The principal attends local college and university employee job fairs to meet educators poised to begin their career and to share the career opportunities found at Lake Weir Middle . All available jobs for Lake Weir Middle are posted on the district online employment system, through which highly qualified and certified-in-field teachers are hired. All teachers new to Lake Weir Middle, whether a first-year or veteran teacher, are assigned a peer teacher who assists with ongoing support in the areas of academic instruction and school operation. Additionally, all teachers are part of a team and department through which instructional support is provided. Guidance counselors, deans, and academic coaches provide support in their areas of specialization and the administration provides ongoing support for all teachers. It is also important to the Lake Weir Middle teachers and staff that all employees feel they are an important part of the Lake Weir Middle family. A committee of teachers and staff members focuses on ongoing recognition of staff members by providing opportunities for recognizing peers for positive support and celebrating individual members.

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented

to assist students having difficulty attaining the proficient or advanced level on state assessments.

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

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

Strategy: Extended School Day

Minutes added to school year: 21,600

Tutoring Program

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Ellers, David, david.ellers@marion.k12.fl.us

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

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

leadership team meeting. Additionally a Graduation Coach has been hired with SIG 4 funds to assist student's in getting to high school.

b. College and Career Readiness

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

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

Elective choices for students include Exploration of Health Occupations, Exploration of Agriscience, Introduction to Technology, and Computer Applications in Business.

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

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

The Florida Standards supports the implementation of the skills and knowledge necessary for success in STEM related experiences. Marion County Public Schools implements the Florida Standards which consist of:
• A curriculum driven by problem-solving, discovery and exploratory learning, that requires students to actively engage a situation in order to find its solution.
• Innovative instruction allows students to explore greater depths of all of the subjects by utilizing the skills learned.
• Independent and collaborative research projects embedded in the curricula.
• Collaboration, communication, and critical thinking skills threaded throughout the curricula.
• Real-world, problem-based applications.
• Content rich instruction.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If we improve school and classroom procedures then a more productive and safe learning environment will result.

G2.   If students are provided extended learning time and/or research-based resources then their mastery of Florida Standards will improve.

G3.   If all teachers utilize high effect size instructional strategies during classroom instruction then student learning will improve.

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. If we improve school and classroom procedures then a more productive and safe learning environment will result. 1a

🔑 G096049

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	400.0
High School Readiness	98.0

Targeted Barriers to Achieving the Goal 3

- School-wide expectations and procedures are not clearly delineated or enforced.

- Students are not organized for learning.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Deans and APD have knowledge of effective school-wide procedure development.

- School has resources for signage and copies for communication of procedures and rules.

Plan to Monitor Progress Toward G1. 8

Discipline data will be pulled by location, staff member, etc. to identify trends.

Person Responsible
Brandon Hicks

Schedule
Quarterly, from 9/29/2017 to 6/1/2018

Evidence of Completion
Trend lines of data.

G2. If students are provided extended learning time and/or research-based resources then their mastery of Florida Standards will improve. 1a

G096050

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	60.0
Math Gains	60.0
Math Lowest 25% Gains	70.0

Targeted Barriers to Achieving the Goal 3

- Lack of mathematics remediation tools.

- Lack of time and personnel during school day to remediate students

Resources Available to Help Reduce or Eliminate the Barriers 2

- 15 minutes of remediation time in 1st period.

- iReady software.

Plan to Monitor Progress Toward G2. 8

FSA scores of lowest 25% and learning growth in mathematics and ELA.

Person Responsible
Miranda Turner

Schedule
On 7/31/2018

Evidence of Completion
Check for gains in lowest quartile and learning gains from FSA tests.

G3. If all teachers utilize high effect size instructional strategies during classroom instruction then student learning will improve. `1a`

🔍 G096051

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	65.0
Civics EOC Pass	65.0
Math Lowest 25% Gains	70.0
FSA Mathematics Achievement	50.0
FSA ELA Achievement	50.0
ELA/Reading Lowest 25% Gains	70.0
ELA/Reading Gains	60.0
Math Gains	60.0

Targeted Barriers to Achieving the Goal `3`

- Teacher planning does not reflect use of high effect strategies.

- Teachers instruction does not reflect use of high effect strategies.

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

- Training on Learning Focused "Teaching with Higher Order Thinking and Rigor in Mind;

- Training on use of Common Board

- Collaborative planning with fellow teachers.

Plan to Monitor Progress Toward G3. `8`

iReady Reading and Math performance data

Person Responsible
Miranda Turner

Schedule
Monthly, from 8/1/2017 to 5/31/2018

Evidence of Completion
Student performance data will show growth between diagnostics

Plan to Monitor Progress Toward G3. `8`

Writing in the content areas (DBQs and RWAs)

Person Responsible
Paige Zadnik

Schedule
Monthly, from 8/1/2017 to 5/31/2018

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

Plan to Monitor Progress Toward G3. `8`

Science benchmark and FCAs

Person Responsible
Paige Zadnik

Schedule
Monthly, from 8/4/2017 to 5/31/2018

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

Plan to Monitor Progress Toward G3. `8`

Learning Checks

Person Responsible
Miranda Turner

Schedule
Monthly, from 8/1/2017 to 5/31/2018

Evidence of Completion
Mastery learning of Florida Standards across the curriculum

Plan to Monitor Progress Toward G3. `8`

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

Person Responsible
Paige Zadnik

Schedule
Monthly, from 8/1/2017 to 5/31/2018

Evidence of Completion
interims, report cards, unit deficiency reports, and teacher grades distribution reports

Action Plan for Improvement

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

Problem Solving Key

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

[1] = Problem Solving Step   🔑 S123456 = Quick Key

G1. If we improve school and classroom procedures then a more productive and safe learning environment will result. 1

🔑 G096049

G1.B1 School-wide expectations and procedures are not clearly delineated or enforced. 2

🔑 B258587

G1.B1.S1 Teacher will work collaboratively to develop school wide procedures and expectations and train students on these procedures and expectations. 4

🔑 S273784

Strategy Rationale

Research demonstrates that school wide procedures and expecations lead to improved student behavior.

Action Step 1 5

Develop school wide procedures and expectations

Person Responsible

Brandon Hicks

Schedule

On 8/5/2017

Evidence of Completion

School wide procedures/expectations will be developed and posted.

Action Step 2 5

Train students on expectations and procedures.

Person Responsible

Brandon Hicks

Schedule

On 9/1/2017

Evidence of Completion

Schedule of student presentations.

Action Step 3 `5`

Develop alternative to referral and suspension options for teachers and deans.

Person Responsible

Brandon Hicks

Schedule

On 8/31/2017

Evidence of Completion

Plan in place by Sept. 1st.

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

Referrals will be monitored for quality and adherence to expectations and procedures.

Person Responsible

Brandon Hicks

Schedule

Monthly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Referral counts will be monitored by teacher. High incidence teachers data will be evaluated for compliance.

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

Referral data will be reviewed by discipline and safety committee.

Person Responsible

Brandon Hicks

Schedule

Quarterly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Discipline reports will be pulled from Skyward. They will be used to analyze trends and identify areas of concern.

G1.B3 Students are not organized for learning. 2

🔑 B258589

G1.B3.S1 Implemention of a school wide binder program will enhance student organization. 4

🔑 S273785

Strategy Rationale

Students need to be taught organizational skills for academic success.

Action Step 1 5

Purchase student planners

Person Responsible

David Ellers

Schedule

On 8/4/2017

Evidence of Completion

Planners arrive and are distributed to students on August 10th.

Action Step 2 5

Train students on use of binder.

Person Responsible

David Ellers

Schedule

On 8/18/2017

Evidence of Completion

Evidence of student organization in random binder checks by teachers.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Monitor planners and binders for use.

Person Responsible

Paige Zadnik

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Check sheets will be utilize to ensure binders and planners are used properly.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Check binder monitoring sheets.

Person Responsible

Paige Zadnik

Schedule

Semiannually, from 12/1/2017 to 5/31/2018

Evidence of Completion

Student use of planners will be documented with binder check information. Look fors include use of calendar, passes, and other planning tools.

G2. If students are provided extended learning time and/or research-based resources then their mastery of Florida Standards will improve. 1

🔑 G096050

G2.B1 Lack of mathematics remediation tools. 2

🔑 B258590

G2.B1.S1 Develop remediation solution for mathematics. 4

🔑 S273786

Strategy Rationale

Need instructional program for students failing to meet Florida Standards.

Action Step 1 5

Purchase iReady software.

Person Responsible

David Ellers

Schedule

On 8/10/2017

Evidence of Completion

PO listing purchase will be documented in Skyward.

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

Check for 45 minutes of software usage per student per week.

Person Responsible

Miranda Turner

Schedule

Weekly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Reports from iReady will be monitored to ensure students are completing optimal usage per week.

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

Leadership team will monitor reports.

Person Responsible

David Ellers

Schedule

On 5/31/2018

Evidence of Completion

iReady reports will be accumulated and posted in Leadership conference room where they will be monitored for fidelity.

G2.B2 Lack of time and personnel during school day to remediate students 2

🔑 B258591

G2.B2.S1 Provide extended learning time for students. 4

🔑 S273787

Strategy Rationale

More time on task for students can improve student growth.

Action Step 1 5

Utilize school improvement funds to pay for tutoring before and after school..

Person Responsible

Paige Zadnik

Schedule

Weekly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Logs of student participation. Time sheets.

Action Step 2 5

Implement remediation period during first period and during elective periods.

Person Responsible

Miranda Turner

Schedule

Daily, from 9/18/2017 to 5/31/2018

Evidence of Completion

Walkthroughs and plans for remediation period.

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

Walkthroughs by admin team during tutoring time.

Person Responsible

David Ellers

Schedule

Monthly, from 9/18/2017 to 5/31/2018

Evidence of Completion

Collect data on task behavior by students participating in tutoring.

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

Data will be gathered from IReady and other learning checks to monitor effectiveness.

Person Responsible

Miranda Turner

Schedule

Monthly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Data from iReady and Unify.

G3. If all teachers utilize high effect size instructional strategies during classroom instruction then student learning will improve. 1

🔑 G096051

G3.B1 Teacher planning does not reflect use of high effect strategies. 2

🔑 B258592

G3.B1.S1 Teachers participate in PD opportunities to understand how to effectively plan standards-based units and lessons that incorporate high effect size strategies and then apply this PD. 4

🔑 S273788

Strategy Rationale

High Effect strategies cannot be utilized effectively without purposeful planning.

Action Step 1 5

Provide specific times for teachers to meet for common planning

Person Responsible

David Ellers

Schedule

Weekly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Lesson Plans, PLC minutes

Action Step 2 5

Provide training on Learning Focused Lesson Plan design.

Person Responsible

David Ellers

Schedule

Monthly, from 8/1/2017 to 2/1/2018

Evidence of Completion

Principal and school administrators

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

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

Person Responsible

Paige Zadnik

Schedule

Weekly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Lesson Plans

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

Teachers will demonstrate high effect strategies in classroom observations.

Person Responsible

David Ellers

Schedule

Weekly, from 9/1/2017 to 3/30/2018

Evidence of Completion

Evidence will be teacher data in Domain 1 and 3. Majority of teachers will rate effective in these areas.

G3.B1.S2 Use the Marion County Instructional Evaluation System (MCIES) to facilitate conversations with teachers about effective planning and high yield pedagogy. 4

🔑 S273789

Strategy Rationale

Feedback on instruction is critical to improvement.

Action Step 1 5

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

Person Responsible

David Ellers

Schedule

Quarterly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Formal evaluation planning conference and reflection conferences will be held with teachers. Feedback will be presented and support will be provided to improve instruction.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

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

Person Responsible

David Ellers

Schedule

Quarterly, from 10/1/2017 to 5/31/2018

Evidence of Completion

MCIES walkthrough observation/informal observation/formal observation ratings by indicator for all three administrators, planning and reflection conferences, and school-based PLC instruction.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

Domain I ratings will improve

Person Responsible

David Ellers

Schedule

Semiannually, from 9/1/2017 to 6/1/2018

Evidence of Completion

Percentage of teachers rating E or HE in Domain I will increase.

G3.B1.S3 Increase student participation in academic conversations; engaging discussions `4`
🔑 S273790

Strategy Rationale

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

Action Step 1 `5`

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

Person Responsible

Miranda Turner

Schedule

Monthly, from 8/4/2017 to 6/1/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B1.S3 `6`

Review lesson plans and observe classroom experiences

Person Responsible

Schedule

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

Evidence of Completion

lesson plans, MCIES (teacher evaluation) data

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 `7`

Teachers will demonstrate use of small group purposeful talk during observations

Person Responsible

David Ellers

Schedule

Weekly, from 9/1/2017 to 3/30/2018

Evidence of Completion

Anecdotal records will indicate that the majority of teachers use small group purposeful talk during observations.

G3.B1.S4 Implement research based instructional framework and lesson planning template. 4

S273791

Strategy Rationale

Teachers must plan to the rigor required by Florida Standards. Students must be engaged in high quality learning activities.

Action Step 1 5

Begin Learning Focus Framework training with instructional staff.

Person Responsible

David Ellers

Schedule

Semiannually, from 1/25/2017 to 6/30/2017

Evidence of Completion

Sign-in sheets for trainings. Powerpoints and handouts to staff.

Action Step 2 5

Train key staff as Learning Focused Framework Trainers.

Person Responsible

David Ellers

Schedule

On 8/1/2017

Evidence of Completion

Certification from Learning Focused Inc.

G3.B2 Teachers instruction does not reflect use of high effect strategies. 2

🔑 B258593

G3.B2.S1 Provide training on high effect instruction using Marzano and Schmoker instructional frameworks. 4

🔑 S273792

Strategy Rationale

High effect size instruction is the key to student engagement and learning.

Action Step 1 5

Train teachers on Schmoker "Focus" strategies and Marzano "Art and Science of Teaching" strategies.

Person Responsible

David Ellers

Schedule

On 9/30/2017

Evidence of Completion

Lesson plans, Instructional observations.

Action Step 2 5

Train teachers on Common Board implementation.

Person Responsible

David Ellers

Schedule

On 9/30/2017

Evidence of Completion

Posted common boards for every lesson in every classroom. Photos of board collected by admin.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Formative and Summative Walk-throughs of class

Person Responsible

David Ellers

Schedule

Weekly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Data from MCIES system.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Increase of Highly Effective and Effective ratings on MCIES

Person Responsible

David Ellers

Schedule

Monthly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Ratings on MCIES will be compared to 2016-17 ratings.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G3.B1.S3.MA1 M394503	Review lesson plans and observe classroom experiences		9/1/2016	lesson plans, MCIES (teacher evaluation) data	5/26/2017 weekly
G3.B1.S4.A1 A367608	Begin Learning Focus Framework training with instructional staff.	Ellers, David	1/25/2017	Sign-in sheets for trainings. Powerpoints and handouts to staff.	6/30/2017 semiannually
G3.B1.S4.A2 A367609	Train key staff as Learning Focused Framework Trainers.	Ellers, David	2/1/2017	Certification from Learning Focused Inc.	8/1/2017 one-time
G1.B3.S1.A1 A367599	Purchase student planners	Ellers, David	7/1/2017	Planners arrive and are distributed to students on August 10th.	8/4/2017 one-time
G1.B1.S1.A1 A367596	Develop school wide procedures and expectations	Hicks, Brandon	7/3/2017	School wide procedures/expectations will be developed and posted.	8/5/2017 one-time
G2.B1.S1.A1 A367601	Purchase iReady software.	Ellers, David	7/1/2017	PO listing purchase will be documented in Skyward.	8/10/2017 one-time
G1.B3.S1.A2 A367600	Train students on use of binder.	Ellers, David	8/10/2017	Evidence of student organization in random binder checks by teachers.	8/18/2017 one-time
G1.B1.S1.A3 A367598	Develop alternative to referral and suspension options for teachers and deans.	Hicks, Brandon	7/3/2017	Plan in place by Sept. 1st.	8/31/2017 one-time
G1.B1.S1.A2 A367597	Train students on expectations and procedures.	Hicks, Brandon	8/1/2017	Schedule of student presentations.	9/1/2017 one-time
G3.B2.S1.A1 A367610	Train teachers on Schmoker "Focus" strategies and Marzano "Art and Science of Teaching" strategies.	Ellers, David	8/1/2017	Lesson plans, Instructional observations.	9/30/2017 one-time
G3.B2.S1.A2 A367611	Train teachers on Common Board implementation.	Ellers, David	8/1/2017	Posted common boards for every lesson in every classroom. Photos of board collected by admin.	9/30/2017 one-time
G3.B1.S1.A2 A367605	Provide training on Learning Focused Lesson Plan design.	Ellers, David	8/1/2017	Principal and school administrators	2/1/2018 monthly
G3.B1.S1.MA1 M394498	Teachers will demonstrate high effect strategies in classroom observations.	Ellers, David	9/1/2017	Evidence will be teacher data in Domain 1 and 3. Majority of teachers will rate effective in these areas.	3/30/2018 weekly
G3.B1.S3.MA1 M394502	Teachers will demonstrate use of small group purposeful talk during observations	Ellers, David	9/1/2017	Anecdotal records will indicate that the majority of teachers use small group purposeful talk during observations.	3/30/2018 weekly
G3.MA1 M394506	iReady Reading and Math performance data	Turner, Miranda	8/1/2017	Student performance data will show growth between diagnostics	5/31/2018 monthly
G3.MA2 M394507	Writing in the content areas (DBQs and RWAs)	Zadnik, Paige	8/1/2017	Student growth in the area of argument writing and text-based evidence writing will show growth between administrations	5/31/2018 monthly
G3.MA3 M394508	Science benchmark and FCAs	Zadnik, Paige	8/4/2017	Student growth in the area of the sciences will be evidence in growth between benchmark administrations and concept mastery through the use of FCAs.	5/31/2018 monthly
G3.MA4 M394509	Learning Checks	Turner, Miranda	8/1/2017	Mastery learning of Florida Standards across the curriculum	5/31/2018 monthly
G3.MA5 M394510	Course performance will include analyzing grades distributions among teachers, pass rates among...	Zadnik, Paige	8/1/2017	interims, report cards, unit deficiency reports, and teacher grades distribution reports	5/31/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1 M394488	Referral data will be reviewed by discipline and safety committee.	Hicks, Brandon	9/4/2017	Discipline reports will be pulled from Skyward. They will be used to analyze trends and identify areas of concern.	5/31/2018 quarterly
G1.B1.S1.MA1 M394489	Referrals will be monitored for quality and adherence to expectations and procedures.	Hicks, Brandon	8/1/2017	Referral counts will be monitored by teacher. High incidence teachers data will be evaluated for compliance.	5/31/2018 monthly
G1.B3.S1.MA1 M394490	Check binder monitoring sheets.	Zadnik, Paige	12/1/2017	Student use of planners will be documented with binder check information. Look fors include use of calendar, passes, and other planning tools.	5/31/2018 semiannually
G1.B3.S1.MA1 M394491	Monitor planners and binders for use.	Zadnik, Paige	8/10/2017	Check sheets will be utilize to ensure binders and planners are used properly.	5/31/2018 quarterly
G2.B1.S1.MA1 M394493	Leadership team will monitor reports.	Ellers, David	5/31/2018	iReady reports will be accumulated and posted in Leadership conference room where they will be monitored for fidelity.	5/31/2018 one-time
G2.B1.S1.MA1 M394494	Check for 45 minutes of software usage per student per week.	Turner, Miranda	9/4/2017	Reports from iReady will be monitored to ensure students are completing optimal usage per week.	5/31/2018 weekly
G2.B2.S1.MA1 M394495	Data will be gathered from IReady and other learning checks to monitor effectiveness.	Turner, Miranda	8/1/2017	Data from iReady and Unify.	5/31/2018 monthly
G2.B2.S1.MA1 M394496	Walkthroughs by admin team during tutoring time.	Ellers, David	9/18/2017	Collect data on task behavior by students participating in tutoring.	5/31/2018 monthly
G2.B2.S1.A1 A367602	Utilize school improvement funds to pay for tutoring before and after school..	Zadnik, Paige	8/1/2017	Logs of student participation. Time sheets.	5/31/2018 weekly
G2.B2.S1.A2 A367603	Implement remediation period during first period and during elective periods.	Turner, Miranda	9/18/2017	Walkthroughs and plans for remediation period.	5/31/2018 daily
G3.B1.S1.MA1 M394499	Leadership Team members are present during each planning meeting to monitor and provide...	Zadnik, Paige	8/1/2017	Lesson Plans	5/31/2018 weekly
G3.B1.S1.A1 A367604	Provide specific times for teachers to meet for common planning	Ellers, David	8/1/2017	Lesson Plans, PLC minutes	5/31/2018 weekly
G3.B2.S1.MA1 M394504	Increase of Highly Effective and Effective ratings on MCIES	Ellers, David	8/1/2017	Ratings on MCIES will be compared to 2016-17 ratings.	5/31/2018 monthly
G3.B2.S1.MA1 M394505	Formative and Summative Walk-throughs of class	Ellers, David	8/1/2017	Data from MCIES system.	5/31/2018 weekly
G3.B1.S2.MA1 M394501	Examine MCIES (teacher evaluation system) results for trends and facilitate improvement...	Ellers, David	10/1/2017	MCIES walkthrough observation/ informal observation/formal observation ratings by indicator for all three administrators, planning and reflection conferences, and school-based PLC instruction.	5/31/2018 quarterly
G3.B1.S2.A1 A367606	Routinely monitor results to support shared-reflection and feedback about high yield instructional...	Ellers, David	9/4/2017	Formal evaluation planning conference and reflection conferences will be held with teachers. Feedback will be presented and support will be provided to improve instruction.	5/31/2018 quarterly
G1.MA1 M394492	Discipline data will be pulled by location, staff member, etc. to identify trends.	Hicks, Brandon	9/29/2017	Trend lines of data.	6/1/2018 quarterly
G3.B1.S2.MA1 M394500	Domain I ratings will improve	Ellers, David	9/1/2017	Percentage of teachers rating E or HE in Domain I will increase.	6/1/2018 semiannually
G3.B1.S3.A1 A367607	Learning Focused book study "Teaching with Higher Order Thinking and Rigor in Mind"	Turner, Miranda	8/4/2017	Teachers will regularly use higher order thinking strategies and rigorous assignments, as evidenced by	6/1/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				walkthrough, informal, and formal evaluation feedback.	
G2.MA1 M394497	FSA scores of lowest 25% and learning growth in mathematics and ELA.	Turner, Miranda	6/1/2018	Check for gains in lowest quartile and learning gains from FSA tests.	7/31/2018 one-time

V. Professional Development Opportunities

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

G3. If all teachers utilize high effect size instructional strategies during classroom instruction then student learning will improve.

G3.B1 Teacher planning does not reflect use of high effect strategies.

G3.B1.S1 Teachers participate in PD opportunities to understand how to effectively plan standards-based units and lessons that incorporate high effect size strategies and then apply this PD.

PD Opportunity 1

Provide training on Learning Focused Lesson Plan design.

Facilitator

Administrators and Coaches

Participants

Faculty.

Schedule

Monthly, from 8/1/2017 to 2/1/2018

G3.B1.S3 Increase student participation in academic conversations; engaging discussions

PD Opportunity 1

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

Facilitator

Academic Coaches

Participants

all faculty and staff

Schedule

Monthly, from 8/4/2017 to 6/1/2018

G3.B1.S4 Implement research based instructional framework and lesson planning template.

PD Opportunity 1

Begin Learning Focus Framework training with instructional staff.

Facilitator

David Ellers

Participants

Teachers.

Schedule

Semiannually, from 1/25/2017 to 6/30/2017

PD Opportunity 2

Train key staff as Learning Focused Framework Trainers.

Facilitator

Lindsey Hampton or another LF Trainer

Participants

Principal, Asst. Principal and Instructional Coaches.

Schedule

On 8/1/2017

G3.B2 Teachers instruction does not reflect use of high effect strategies.

G3.B2.S1 Provide training on high effect instruction using Marzano and Schmoker instructional frameworks.

PD Opportunity 1

Train teachers on Schmoker "Focus" strategies and Marzano "Art and Science of Teaching" strategies.

Facilitator

Principal

Participants

Faculty.

Schedule

On 9/30/2017

PD Opportunity 2

Train teachers on Common Board implementation.

Facilitator

DOE

Participants

Faculty

Schedule

On 9/30/2017

VI. Technical Assistance Items

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

G1. If we improve school and classroom procedures then a more productive and safe learning environment will result.

G1.B1 School-wide expectations and procedures are not clearly delineated or enforced.

G1.B1.S1 Teacher will work collaboratively to develop school wide procedures and expectations and train students on these procedures and expectations.

TA Opportunity 1

Develop school wide procedures and expectations

Facilitator

Brandon Hicks

Participants

Select staff

Schedule

On 8/5/2017

VII. Budget

1	G1.B1.S1.A1	Develop school wide procedures and expectations					$5,155.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
	6300	130-Other Certified Instructional Personnel	0281 - Lake Weir Middle School	Title, I Part A		$5,155.00	
			Notes: Pay to work on school wide procedures.				
2	G1.B1.S1.A2	Train students on expectations and procedures.					$4,985.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
	6150		0281 - Lake Weir Middle School	Title, I Part A		$4,985.00	
			Notes: Parent communication and involvement.				
3	G1.B1.S1.A3	Develop alternative to referral and suspension options for teachers and deans.					$0.00
4	G1.B3.S1.A1	Purchase student planners					$3,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	

	6150	390-Other Purchased Services	0281 - Lake Weir Middle School	Title, I Part A		$3,400.00
			Notes: Student planners for parent communication.			
5	**G1.B3.S1.A2**	**Train students on use of binder.**				**$0.00**
6	**G2.B1.S1.A1**	**Purchase iReady software.**				**$12,588.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	0281 - Lake Weir Middle School	Title, I Part A		$10,088.00
			Notes: iReady Software for mathematics.			
	5100	644-Computer Hardware Non-Capitalized	0281 - Lake Weir Middle School	Title, I Part A		$2,500.00
			Notes: Headphones for iReady.			
7	**G2.B2.S1.A1**	**Utilize school improvement funds to pay for tutoring before and after school..**				**$0.00**
8	**G2.B2.S1.A2**	**Implement remediation period during first period and during elective periods.**				**$129,766.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	0281 - Lake Weir Middle School	Title, I Part A		$78,901.00
			Notes: CAS Classroom Instruction			
	5100	150-Aides	0281 - Lake Weir Middle School	Title, I Part A		$50,865.00
			Notes: Literacy teaching assistants			
9	**G3.B1.S1.A1**	**Provide specific times for teachers to meet for common planning**				**$0.00**
10	**G3.B1.S1.A2**	**Provide training on Learning Focused Lesson Plan design.**				**$0.00**
11	**G3.B1.S2.A1**	**Routinely monitor results to support shared-reflection and feedback about high yield instructional strategies**				**$0.00**
12	**G3.B1.S3.A1**	**Learning Focused book study "Teaching with Higher Order Thinking and Rigor in Mind"**				**$0.00**
13	**G3.B1.S4.A1**	**Begin Learning Focus Framework training with instructional staff.**				**$0.00**
14	**G3.B1.S4.A2**	**Train key staff as Learning Focused Framework Trainers.**				**$5,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0281 - Lake Weir Middle School	School Improvement Funds		$3,000.00
			Notes: Training budget for LF Trainer			
	6400	330-Travel	0281 - Lake Weir Middle School	School Improvement Funds		$2,000.00
			Notes: Possible Travel to NC for LF training.			

15	G3.B2.S1.A1	Train teachers on Schmoker "Focus" strategies and Marzano "Art and Science of Teaching" strategies.				$160,178.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	100-Salaries	0281 - Lake Weir Middle School	Title, I Part A		$160,178.00
			Notes: CAS Coaches for Science, Math, ELA, and Class mangagement/data.			
16	G3.B2.S1.A2	Train teachers on Common Board implementation.				$0.00
					Total:	$321,072.00