

Columbia County School District

Lake City Middle School



2017-18 Schoolwide Improvement Plan

Lake City Middle School

843 SW ARLINGTON BLVD, Lake City, FL 32025

<http://lcms.columbiak12.com/>

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 7-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	B*	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 Columbia County School Board on 11/28/2017.

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 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>.

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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 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 City 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 City Middle School will educate all students in a safe and supportive learning environment that will develop life-long learners and productive citizens.

We are one school, one team one goal which is to prepare our students socially, emotionally, academically for high school.

b. Provide the school's vision statement.

Our vision is to be a premier middle school in which our students are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are critical thinkers who seek knowledge and possess the technological competence and collaborative skills. Our students embrace diversity, act responsibly, and contribute to our community. Our educators believe that all students can meet or exceed rigorous academic standards. Teachers, staff, and administrators together form a rich professional learning community where all are supported to hone our professional craft and improve our effectiveness. Through the examination of our instructional practices and data, we adjust our teaching and operational systems in order to continuously improve.

2. School Environment

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

There are a variety of ways teachers and students build rapport at Lake City Middle School such as:

- Students are grouped by teams allowing them to build relationships with each other, as well as with their teachers.
- Teachers will contact parents at least twice each year to discuss their child's progress.
- Teachers, parents and students will sign compacts at parent conferences taking responsibility for their part in the educational process.
- Each teacher has a parent contact log
- Parent information nights at the school.
- Open House
- School Website
- School Facebook page

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

LCMS has a no-bullying policy which allows students to report bullying in various ways. Students are also educated on how to use the district's Safe School's Hotline to report suspected abuse. LCMS incorporates policies to create an effective learning environment, including tardy sweeps and dress code requirements. Lake City Middle School provides supervision before school through a early morning tutoring program. The school dismissal bells have been staggered to alleviate overcrowding on sidewalks at the end of the school day. LCMS has set up a school wide incentive program, called

Falcon Pride, to encourage students to excel in and out of the classroom. Lake City Middle School wants to recognize students who are dedicated to making a difference in their school and community. Some other precautions that we take to promote school safety are:

- Teachers are to keep their classroom doors locked.
- All Faculty and Staff will wear ID badges while on campus at all times.
- Lake City Middle School will use KeepnTrack to issue all visitors photo ID visitors' passes.
- Faculty and Staff will immediately report any suspicious person on campus to the front office.
- Lake City Middle School has a resource officer housed on campus everyday.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Lake City Middle School has a school-wide Discipline Plan which includes school-wide rules to ensure consistent consequences. Student expectations are listed in each student planner outlining rules and procedures. Select members of school personnel have been trained in CPI (student restraint training). Conversations in grade level team meetings focus on students of concern so that teachers can share interventions and strategies that work to help students stay engaged and in class. Teachers and administrators communicate school policies and expectations on a frequent basis.

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.

We have a strong Guidance team who follows students throughout their time at Lake City Middle School. Counseling services are provided by several contracted vendors, including CDS Family and Behavioral Health Services, Inc., Resolutions Health Alliance, Hospice Grief Counseling, Teenage Parenting Program and the Homeless Education Program. Staff members are encouraged to support students in every way possible to enable success in all areas.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.

LCMS follows the district truancy procedures to target students who are habitually absent. The FOCUS computer program alerts parents/guardians of any absences or tardies. After each disciplinary referral a parent/guardian is contacted by phone to discuss the referral outcomes. Each nine weeks, the leadership team meets with students that have failed their ELA or math classes in our Academic Challenge Meetings. At this meeting, we discuss strategies to improve their grades. Any student scoring a Level 1 on the statewide, standardized assessments in ELA or math is eligible to be enrolled in an intensive remediation class.

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	28	33	0	0	0	0	61
One or more suspensions	0	0	0	0	0	0	0	62	77	0	0	0	0	139
Course failure in ELA or Math	0	0	0	0	0	0	0	67	76	0	0	0	0	143
Level 1 on statewide assessment	0	0	0	0	0	0	0	181	247	0	0	0	0	428
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	0	81	97	0	0	0	0	178

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

Strategies employed include:

- Communication through student planner
- Credit recovery program (Edgenuity)
- Drop Out Prevention program
- Community Outreach Program
- Academic recovery meetings
- Parent/Teacher conferences
- Truancy meetings
- RtI/MTSS program
- Behavioral Intervention Plans
- Data chats with students
- Counseling referral program

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/457087>.

2. Description

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

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

Lake City Middle School believes in involving parents in its Title I programs. The School Advisory Council has the responsibility for developing, implementing, and evaluating the school level plans, including the School Improvement Plan (SIP) and the Parent Involvement Plan (PIP). The School Advisory Council members are parents, staff members, and community members of Columbia County.

Lake City Middle School also communicates using the school messenger program; The FOCUS system allows parent access to grades, attendance, etc.; many teachers utilize Remind (text system); Meet the Teacher Day/Night; Open House; planner is used to inform parent of progress; parent/teacher conferences; school and county websites; Facebook page; teacher phone logs.

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
Cooper, Robert	Principal
Abbott, Amy	School Counselor
Steinruck, Angelia	School Counselor
Christie, Candace	Instructional Coach
Lang, Justin	Assistant Principal
Murphy, William	Assistant Principal
Witt, Angela	Other

b. Duties

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

School administrators meet weekly with the School Leadership Team to share in decisions impacting all aspects of the school. The team meets to develop, discuss and analyze data for Tier 1, Tier 2, and/or Tier 3 students and to develop best practices and appropriate interventions for students identified. The team will review progress monitoring data at the school level and classroom level to identify each child's risk level. Based on data, the team will evaluate, collaborate and respond with effective shared intervention strategies aimed at making each child successful in the current environment if possible.

Administrators will collect instructional practice data through classroom walk-through and observations. Administrators will provide guidance and feedback on a continuous basis. Administrators will also review lesson plans and provide feedback on the levels of engagement and rigor planned.

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 meets with teachers to discuss prospective students for the MTSS process. Data is collective and analyzed to determine whether or not to begin the process. Data is collected in the form of trend FSA Data (3 years), Performance Matters scores, classroom grades and observations.

Drop-Out Prevention: LCMS will implement the use of Edgenuity to assist students that are behind in course credits to make necessary academic gains to prevent retentions and eventual drop-outs.

Once identified, accommodations/classroom supports are determined and implemented to assist the child in making academic and/or behavioral improvements. These accommodations/classroom supports are tracked by the teachers and MTSS team for effectiveness. If accommodations/classroom supports are effective, then they continue on as long as they are sustainable and/or if the child becomes proficient in academics/behavior. If the data of the newly implemented accommodations/classroom supports are deemed ineffective, the MTSS team along with teachers will meet to discuss changes in the accommodations/classroom supports.

Title I: Coordinated through our CRT in conjunction with the CCSB Office (Instructional Coach, Curriculum Resource Teacher, and one paraprofessional)

Title II: Coordinated through CCSB Office (Reading and ESOL Endorsement bonus program, Professional Development)

Title III: Coordinated through CCSB Office

Title VI: Coordinated through CCSB Office (tutors coordinated by Don Heeke, Study Island educational website)

Title X: Coordinated through CCSB Office

Homeless: Coordinated through CCSB Office

SAI: These funds are utilized to purchase materials for students in need of intervention.

Violence Prevention: Coordinated through CCSB Office

Nutrition Programs: Coordinated through CCSB Office

Housing Programs: Coordinated through CCSB Office

Head Start: N/A

Adult Ed: Coordinated through CCSB Office

CTE: Coordinated through CCSB Office

Job Training: Coordinated through CCSB Office

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Frank Moore	Education Support Employee
Janine Flegert	Parent
Condrita Henderson	Education Support Employee
Maria Caraway	Parent
Katrina Powell	Business/Community
Laurie Layton	Parent
Dana Huggins	Education Support Employee
Henry Stroud	Parent
Katrina Evans	Parent
Karen Burgess	Teacher
Renee Brinkley	Parent
Robert Cooper	Principal
Angela Witt	Teacher
Kelly Thomas	Teacher

b. Duties

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

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

The SAC chair prepares a presentation on the school data each year and discusses it at the first SAC meeting. Information from year to year can then be compared to show growth (or lack thereof) in the appropriate subgroups. School grade related data can also be judged to show the effectiveness of the plan. The presentation is available for use by any interested and involved parties and will be used as a baseline for the next years comparisons. Discussion continues throughout the year on topics including federal funding, progress monitoring, and assessment data.

b. Development of this school improvement plan

The LCMS SAC is using its position and funding to attempt to have lagging subgroups targeted for intensive instruction outside of the school day. The ultimate goal is to close the learning gap, as shown by the AMO targets. SAC will be the main element in the school improvement plan for outside of the school day instructional help. The SAC chair is also part of the Leadership team writing the SIP.

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

School Improvement Goals and strategies are an important part of the school's budget planning. The SAC team works with administration to best utilize available funds to meet school needs.

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

The LCMS SAC always pays for all, or a portion of, the student planners. These planners are used as a valuable school-to-home and home-to-school communication tool. Daily class agendas are written in the planners with upcoming test information. Parents are required to sign the planner each week to ensure effective communication and use. (amount not yet known - approx \$4,000)

The Windsong Outreach Program is at this time volunteer and donation based. Any changes to this

will be determined when the SAC budget is available.

The After School Math Tutoring Program in is offered through funds raised by SAC from at-risk student programs (approx \$1.,000)

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Cooper, Robert	Principal
Christie, Candace	Instructional Coach
Lang, Justin	Assistant Principal
Steinruck, Angelia	School Counselor
Abbott, Amy	School Counselor
Witt, Angela	Other
Thomas, Kelly	Teacher, K-12
Hannigan, Miriam	Teacher, K-12
Exum, Svetlana	Teacher, K-12

b. Duties

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

The teachers will work collaboratively on a monthly basis to develop lessons that embed the literacy standards. The lessons will consistently incorporate the processes of reading, writing, listening, speaking, and reasoning.

D. Public and Collaborative Teaching

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

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

Core Academic subjects are grouped as teams.

Vocational and PE are grouped in departments.

Each subject area has a common planning period.

Each Academic Team has a team leader. They meet once a week and keep an agenda and minutes that are reported to the School Leadership Team.

Each subject area team meets weekly to collaborate, and they participate in bi-weekly in PLCs.

Designation as a Title 1 school allows LCMS to have a Curriculum Resource Teacher who provides additional learning resources.

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

- Peer teachers/mentors, teacher support colleagues, and instructional coach orient and assist all beginning teachers.
- Celebrate achievements to retain teachers.
- Provide PD to equip teachers with skills, strategies, and content knowledge in order to assist them in achieving and maintaining success.
- CCSD actively recruits high-quality teachers by utilizing technology resources such as applitrack and cell phone app.
- CCSD provides new teacher orientation/training annually.
- All hiring is conducted by a committee of vetted peers and administrators.
- Provide a collaborative and positive school culture that attracts and retains employees.

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

Select beginning teachers are provided with a peer mentor. The peer mentors are paired with beginning teachers based on content area and/or targeted areas of need.

All peer mentors attend Clinical Educator training before being selected as a mentor.

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.

Instructional coach, administration, and teachers work together to identify research-based curriculum that aligns to continually changing Florida Standards. Curriculum maps and Scope and Sequences are aligned with the Florida Standards. Math and ELA teachers are incorporating the iReady program. Standards are noted in data for all assessments and are included in the weekly lesson plans. Standard-based instruction is emphasized and monitored by the instructional coach and administration. All subject areas will give common formal assessments aligned to the Florida Standards.

All teachers utilize CPALMS and test item specifications (when available) as a resource to guide instruction.

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.

Our professional learning communities gather bi-weekly with members of the Leadership Team to collaborate and analyze data to drive instruction. Best practices as well as research-based instructional strategies are identified to maximize student learning. Performance Matters is utilized to compare multiple assessments (both formative and summative) and determine the level of standard of mastery..

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: 3,060

School day was extended an additional 2 minutes for all students (a total of 17 minutes per day over the last 3 years).

Strategy Rationale

Provide additional time for academic instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Data is collected in the form of trend FCAT 2.0, FSA, and EOC Data (3 years), Performance Matters Scores, classroom grades and observations to see if higher learning gains were achieved in 2015-2016 as compared to previous years, when the extended day was not provided.

Strategy: Summer Program

Minutes added to school year: 1,920

Teachers in Math, Science, Language Arts and Social Studies will provide credit recovery opportunities for students who failed a core subject during the school year.

Strategy Rationale

Students who complete the academic requirements of the Summer Program will not be retained, allowing them to continue with their cohort.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Abbott, Amy, abbotta@columbiak12.com

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

Students grades will be monitored throughout the school year and the Summer Program.

Strategy: Before School Program

Minutes added to school year: 5,400

Access to computer-assisted learning programs - Study Island, iCivics, Algebra Nation, and Keyboarding

Strategy Rationale

Students who arrive on campus prior to supervision availability are provided learning/remediation opportunities.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Cooper, Robert, cooperr@columbiak12.com

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

Data is collected in the form of trend FSA Data (3 years), Performance Matters Scores, classroom grades and observations to see if higher learning gains were achieved in 2015-2016 as compared to 2014-2015, where the Before School Program was not provided.

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.

Incoming:

Curriculum guides are provided to RSGA (6th grade center).

Counselors meet with students at RSGA to discuss course options.

Staffing specialists hold transition meetings for students who hold IEPs.

Outgoing:

High school counselors provide an orientation session for all eighth graders.

High school counselors meet with each eighth grade student to select high school courses.

Representatives from various high school CTE courses provide information on their programs.

The high schools offer academic fairs for students and parents.

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.

Each year 8th graders participate in the PSAT 8/9 assessment from College Board. This assessment gives students data regarding strengths and weaknesses in academic areas. Khan Academy offers programs designed to target weaknesses determined by the PSAT 8/9.

Guidance Counselors advise students on proper academic placement based on interests and academic needs.

Students have the option to choose from multiple vocational, technology, visual arts, and performing arts classes.

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

All 8th grade students participate in a Career Planning component through 8th U.S. History.

CTE selections include:

- Agriculture
- Business and computer applications
- Culinary careers
- Art
- STEM
- Music

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

Science teachers and the STEM teacher work together to plan in a way that supports student engagement and achievement.

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.

Keyboarding and computer courses are offered through our CTE program to prepare students for successful entry into the global workforce.

Spanish is also offered.

We offer Cambridge classes in preparation for higher level classes in high school.

A school-wide writing initiative includes FSA style and MiniQ DBQ writing resources.

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" 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 all core subject area teachers use research-based, standards-driven best practices and curriculum resources, then student achievement will increase.

- G2.** To increase parent communication and parent involvement where parents are included in the learning process.

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 all core subject area teachers use research-based, standards-driven best practices and curriculum resources, then student achievement will increase. 1a

G096414

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	55.0
Civics EOC Pass	70.0
ELA/Reading Gains	60.0
Math Gains	60.0
Algebra I EOC Pass Rate	85.0

Targeted Barriers to Achieving the Goal 3

- Time and resources needed to unpack and gain a clear understanding of requirements/specs of standard expectations.
- Teachers need additional professional development on effective strategies and practices.

Resources Available to Help Reduce or Eliminate the Barriers 2

- All students will be tested using the iReady assessment which will give teachers information on each student's instructional level, skills and strategies needed to increase or enhance.
- Professional development for teachers during regularly PLCs.

Plan to Monitor Progress Toward G1. 8

The leadership lead team will monitor evidence collected on assessments and classroom observations

Person Responsible

Robert Cooper

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Common assessment scores, mini assessment scores, charts of model classrooms and teachers observations

G2. To increase parent communication and parent involvement where parents are included in the learning process. 1a

G096415

Targets Supported 1b

Indicator	Annual Target
5Es Score: Parent Involvement	500.0

Targeted Barriers to Achieving the Goal 3

- Parents may be reluctant to volunteer or attend school activities because they had a negative experience(s) when they attended school.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parents have access to Focus, which allows them to see their child(ren)'s progress during the school year. Lake City Middle School uses School Messenger to inform parents of up coming school activities. Through Title 1, LCMS can offer more parent involvement opportunities and resources to help at home.

Plan to Monitor Progress Toward G2. 8

A semiannual look at progress of the parent/community involvement activities through numbers of involved parents in each activity

Person Responsible

Robert Cooper

Schedule

Semiannually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Number of parents involved as compared with previous activities

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 all core subject area teachers use research-based, standards-driven best practices and curriculum resources, then student achievement will increase. **1**

 G096414

G1.B1 Time and resources needed to unpack and gain a clear understanding of requirements/specs of standard expectations. **2**

 B259462

G1.B1.S1 Professional development on standards and specifications. **4**

 S274809

Strategy Rationale

Teachers will need to be able to match the taught curriculum to the written curriculum.

Action Step 1 **5**

PLCs focusing on standards and item specs

Person Responsible

Candace Christie

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC sign in sheets, minutes, and agenda

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

Administration will look for activities that align to standard based instruction.

Person Responsible

Robert Cooper

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson plans, common assessments, and state assessments

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

Admin meetings with department to discuss concerns, issues, and iReady data

Person Responsible

Robert Cooper

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Details from classroom walkthroughs, data, and lesson plans, and professional learning community meetings

G1.B2 Teachers need additional professional development on effective strategies and practices. 2

 B259463

G1.B2.S1 Teachers will be provided with professional development. 4

 S274810

Strategy Rationale

Teachers need an opportunity to learn and implement proven strategies.

Action Step 1 5

Provide teacher with professional development on research based strategies and practices.

Person Responsible

Candace Christie

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

County paper work (1759) for professional development sign-in

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Leadership Team will conduct observations, reflect on Lesson Plans, and collaborate through PLCs.

Person Responsible

Robert Cooper

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Observation, PLC notes, classroom walkthroughs

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

We will use iReady, district made and teacher made assessments.

Person Responsible

Robert Cooper

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Data trends

G2. To increase parent communication and parent involvement where parents are included in the learning process. 1

G096415

G2.B1 Parents may be reluctant to volunteer or attend school activities because they had a negative experience(s) when they attended school. 2

B259465

G2.B1.S1 Provide opportunities for parents to be involved in the learning process at school. 4

S274811

Strategy Rationale

At Lake City Middle School, we want to provide more opportunities for parents to be involved in the learning process.

Action Step 1 5

Provide opportunities for parents to be part of the learning process.

Person Responsible

Robert Cooper

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Open house, School Messenger, Academic Nights, Remind 101

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

Plan and check for fidelity of monthly parent opportunities

Person Responsible

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

A running record will be kept of all parent/community outreach activities

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

The amount and effectiveness of each parent/community involvement activity will be discussed and recorded by leadership team

Person Responsible

Robert Cooper

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

The number of parents involved in the activity

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					
G1.MA1 M396764	The leadership lead team will monitor evidence collected on assessments and classroom observations	Cooper, Robert	8/14/2017	Common assessment scores, mini assessment scores, charts of model classrooms and teachers observations	6/1/2018 quarterly
G2.MA1 M396767	A semiannual look at progress of the parent/community involvement activities through numbers of...	Cooper, Robert	8/14/2017	Number of parents involved as compared with previous activities	6/1/2018 semiannually
G1.B1.S1.MA1 M396760	Admin meetings with department to discuss concerns, issues, and iReady data	Cooper, Robert	8/14/2017	Details from classroom walkthroughs, data, and lesson plans, and professional learning community meetings	6/1/2018 quarterly
G1.B1.S1.MA1 M396761	Administration will look for activities that align to standard based instruction.	Cooper, Robert	8/14/2017	Lesson plans, common assessments, and state assessments	6/1/2018 monthly
G1.B1.S1.A1 A368940	PLCs focusing on standards and item specs	Christie, Candace	8/14/2017	PLC sign in sheets, minutes, and agenda	6/1/2018 quarterly
G1.B2.S1.MA1 M396762	We will use iReady, district made and teacher made assessments.	Cooper, Robert	8/14/2017	Data trends	6/1/2018 quarterly
G1.B2.S1.MA1 M396763	Leadership Team will conduct observations, reflect on Lesson Plans, and collaborate through PLCs.	Cooper, Robert	8/14/2017	Observation, PLC notes, classroom walkthroughs	6/1/2018 biweekly
G1.B2.S1.A1 A368941	Provide teacher with professional development on research based strategies and practices.	Christie, Candace	8/14/2017	County paper work (1759) for professional development sign-in	6/1/2018 biweekly
G2.B1.S1.MA1 M396765	The amount and effectiveness of each parent/community involvement activity will be discussed and...	Cooper, Robert	8/14/2017	The number of parents involved in the activity	6/1/2018 quarterly
G2.B1.S1.MA1 M396766	Plan and check for fidelity of monthly parent opportunities		8/14/2017	A running record will be kept of all parent/community outreach activities	6/1/2018 monthly
G2.B1.S1.A1 A368942	Provide opportunities for parents to be part of the learning process.	Cooper, Robert	8/14/2017	Open house, School Messenger, Academic Nights, Remind 101	6/1/2018 monthly

V. Professional Development Opportunities

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

G1. If all core subject area teachers use research-based, standards-driven best practices and curriculum resources, then student achievement will increase.

G1.B1 Time and resources needed to unpack and gain a clear understanding of requirements/specs of standard expectations.

G1.B1.S1 Professional development on standards and specifications.

PD Opportunity 1

PLCs focusing on standards and item specs

Facilitator

Candace Christie

Participants

All faculty

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

G1.B2 Teachers need additional professional development on effective strategies and practices.

G1.B2.S1 Teachers will be provided with professional development.

PD Opportunity 1

Provide teacher with professional development on research based strategies and practices.

Facilitator

PLC meetings with instructional coach to steer professional development needs

Participants

All faculty

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

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	PLCs focusing on standards and item specs				\$0.00
2	G1.B2.S1.A1	Provide teacher with professional development on research based strategies and practices.				\$1,566.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0241 - Lake City Middle School	School Improvement Funds		\$1,566.00
<i>Notes: Resources needed to implement best practices.</i>						
3	G2.B1.S1.A1	Provide opportunities for parents to be part of the learning process.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0241 - Lake City Middle School	School Improvement Funds		\$5,000.00
<i>Notes: Speaker system to use for parent involvement events</i>						
					Total:	\$6,566.00