Polk County Public Schools

Lakeland Highlands Middle School

2017-18 Schoolwide Improvement Plan

Lakeland Highlands Middle School

740 LAKE MIRIAM DR, Lakeland, FL 33813

http://schools.polk-fl.net/lhms

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	46%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	B*	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 Polk County School Board.

SIP Authority and Template

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

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To serve every student with the highest quality education through interest-driven academies providing a focused and engaging learning environment.

b. Provide the school's vision statement.

Through a collaborative focus on rigorous and engaging instruction, students in grades sixth through eighth will build on their previous years' knowledge empowering them to be critical thinkers and active contributors in preparation for successful academic achievement in high school.

2. School Environment

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

Students are assigned guidance counselors upon enrollment in the school. The assignment follows each student through the grade progression at the school until the student transitions to high school. The guidance counselors provide communication with teachers about their students background and academic needs. Teachers and support staff continuously discuss strategies for building relationships with students to include participating in clubs, extramural and intramural sports, tutoring, mentoring, and lesson activities and events that include diversity and tolerance. The school administration and support staff have an "open door" policy with students, parents, and faculty to encourage discussions about the cultural and academic background of students. The school acknowledges and participates in activities throughout the year honoring accomplishments across various cultures and achievements as they are recognized through the school and community.

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

The students are denoted and separated by grade level in separate locations on school property before school and staggered for after school dismissal. Students remain in their locations where teachers and support staff are available for assistance. Teachers and staff are assigned supervision duty at each of these locations before school and after school. Students are provided the opportunity to see teachers and other support staff prior to school and after school for assistance. The school campus is secured by fencing around the perimeter and gated during the day with secure access only through the main entrance of the school. Students are not accessible to visitors without notification and permission from school personnel. During the school day, teachers and support staff supervise transition between classes and students receive passes through their agendas to leave class during instruction time. Staff and students practice safety drills monthly for potential critical incidents on campus assuring students that the campus is safe and prepared for emergency.

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.

Lakeland Highlands Middle School is a Positive Behavior Support school designed to support and develop a relationship between students, faculty, staff, and parents. This support sets behavioral

expectations that are taught and reinforced throughout the school year through close circuit television and teacher-led activities. Positive Behaviors are acknowledged through school-wide and classroom incentives. In addition, behavioral forms are used to document interventions within the classroom to alleviate loss of instructional time and support a consistent approach to discipline. The student services office reviews the behavioral forms and follows the code of conduct for more severe discipline issues. CHAMPS training was provided in 2016-17 and continues in 2017-18. Implementation is scheduled to continue to support a positive learning environment for all students.

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.

Lakeland Highlands Middle School has developed a system of communication between all staff and guidance counselors when addressing the social-emotional needs of students. Students are provided the opportunity to request guidance assistance to any staff member or they can complete an incident report to share concerns in a more discrete manner. Teachers are provided yellow and purple cards to denote students concerns that may need immediate attention but yet kept confidential during instructional time. These cards are delivered to the student services office where a dean or guidance counselor is immediately notified to report to the class to assist the student. Mentoring services are coordinated through the student services department and is in cooperation with community stakeholders. Additional pupil services include bullying reporting services on and off school campus. There are bullying boxes stationed throughout the campus where students can report an incident with confidentiality and the Polk County website provides an off-campus reporting system. Anti-bullying and Health Awareness instruction is scheduled each year using a schoolwide instructional schedule.

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.

The Early Warning System report is provided through the district and accessbile to staff online through Performance Matters-Unify. The EWS system monitors students who are falling behind on academic knowledge and skills so that schools can target students for support and interventions such as: mentoring, tutoring, targeted literacy and math curriculum support, extended school time, and other supports to keep students on track for promotion. The report identifies students risk factors of attendance, discipline with out-of-school suspensions, overage factors indicating failures in coursework, and tardies.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	5	5	1	0	0	0	0	11
Course failure in ELA or Math	0	0	0	0	0	0	0	3	21	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	0	0	0	102	111	101	0	0	0	0	314
	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	3	2	0	0	0	0	0	5

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

Lakeland Highlands Middle School utilizes the data from the early warning system accessed through Performance Matters-Unify to identify and intervene with students falling into one or more indicators. The guidance counselors contacts students, parents, teachers, and social workers when necessary to enact strategies to assist students with these risk indicators. Strategies include sending letters home and calling parents when students are not in attendance at school followed by letters home to remind parents and students of the obligation to attend school. These letters are sent at five days and ten days. The social worker is contacted when a student exceeds 10 unexcused absences and a visit is made to the home. The social worker establishes "attendance huddles" with the student, parent, and counselor when student attendance is an issue. These huddles establish school attendance plans and commitments. Every effort is made to avoid suspending students from school. With the exception of serious violation of the code of conduct, interventions are enacted to circumvent behaviors without loss of instruction time. Teachers are required to make parent contact prior to referrals to office for minor violations of the code. Teachers are provide training and strategies related to the code of conduct and classroom managed behaviors. Positive Behavior Support initiatives are incorporated school-wide to reinforce and recognize correct behaviors. The administration and/or dean makes contact with parents/guardian any time a student is suspended from school and efforts are made to obtain makeup work. Deans, guidance counselors, administration, and parents discuss strategies for student to avoid repeat behaviors.

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 available at the school site.

2. Description

Lakeland Highlands Middle School encourages parental involvement in various way. The PTSO and SAC recruits membership throughout the year including during orientation. Lakeland Highlands Middle School also promotes and encourages parent and community volunteers with the pre-academies. Parent volunteers participate in the assistance of school performances and academic events, extracurricular activities, teacher assistance, and support assistance.
Communication with parents includes the school webpage, parent portal, parent Opt-In school messages on upcoming events and important information, flyers, Cougar's Mark newspaper, school marquee, Remind 101, and personal calls and email correspondence.

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.

Lakeland Highlands Middle School is a career and technology pre-academy and places emphasis on developing and maintaining community relations and business partnerships. The leadership team and pre-academy lead teachers reach out to local business and community members to share their expertise and resources with students focusing in on education, employment, and real-life experiences. Lakeland Highlands Middle School participates in the WE Expo meeting students and community members to share program focus and secure contacts for potential partnerships within the school. An advisory committee for the pre-academy meets to develop goals and strategies related to student achievement, pre-academy growth, and potential partnerships with community and businesses.

In addition, Lakeland Highlands Middle School makes contact with local businesses through personal visits, telephone calls, and mail/email correspondence to create school-wide partnerships in support of student achievement and school initiatives.

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
Kendrick, Telay	Principal
Epperson, Tammy	Assistant Principal
Gardner, Glenn	Assistant Principal
Davenport, Ann	Teacher, K-12
Huber, Stephanie	Teacher, K-12
King, David	Teacher, K-12
Winters, Jim	Teacher, K-12
Ahlschwede, Michael	Instructional Technology
Williams, Carole	Teacher, K-12
Wright-Gayner, Ave'	Assistant Principal
Zapata, Ruben	Assistant Principal
Paolercio, Simone	Teacher, K-12
Ramos, Wandallys	Teacher, K-12
Donker, Leslie	Teacher, K-12

b. Duties

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

Principal-Telay Kendrick- Mrs. Kendrick will provide a common vision for the use of data-based decision-making strategies and activities, model the Multi-Tiered System of Supports Process; supervise the development of a strong infrastructure for implementation of MTSS; ensure that the school-based team is implementing MTSS; conduct assessment of MTSS skills of school staff; ensure implementation of intervention support and documentation; ensure and participate in

adequate professional learning to support MTSS implementation; develop a culture of expectation with the school staff for the implementation of MTSS school wide; ensure resources are assigned to those areas in most need; and communicate with parents regarding school-based MTSS plans and activities.

Assistant Principals-Tammy Epperson, Glenn Gardner, Ave' Wright, and Ruben Zapata. Mrs. Epperson, Mr. Gardner, Ms. Wright, and Mr. Zapata will collaboratively provide a common vision for the use of data-based decision-making strategies and activities, assist in the development of a strong infrastructure of resources for the implementation of MTSS, further assist the principal in the assessment of MTSS skills, implement intervention support and documentation, develop and implement professional learning and communicate with parents and staff concerning MTSS plans and activities.

The Teacher Leadership Committee– Ann Davenport (Language Arts), Leslie Donker (Science), Carole Williams(Mathematics), Simone Paolercio (Social Studies), and Wandallys Ramos (Reading), will participate in the district-coordinated leadership academy training and forum to provide information about district-initiated core instruction; participate in student data collection; coordinate weekly collaborative planning meetings, and communicate and support district initiatives. All staff will participate in student data collection and analysis, develop and implement standards-based instructional activities/materials/ instruction with tiered interventions; utilize progress monitoring data to adjust tiered interventions and instruction, and collaborate with one another to develop and implement instructional plans addressing student achievement needs.

Guidance Counselors, School Psychologist, and Social Worker--Guidance Counselors- Alejandro Zamora and Kathryn Schalter will provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. The counselors will communicate with parents and child-serving agencies to support all students' academic, emotional, behavioral, and social success. Counselors will serve on the school-wide MTSS committee. School Psychologist Lori Garner and Social Worker Heather Rimes will participate in the collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical evaluation; assist in facilitating data-based decision making activities. MTSS Behavior Representatives will participate in the collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; assist with professional development for behavior concerns; assist in facilitating data-based decision making activities.

Technology Specialist-Michael Ahlschwede will develop and manage school technology necessary to manage and display data; coordinate hardware needs required for district and state assessment administration; provide professional development and technical support to teachers and staff regarding data management, graphic display and instructional use of technology; and provide school related information to parents and community through electronic communications.

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 Academic Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Multi-Tiered Systems of Support (MTSS). The Academic Leadership Team will meet at least once per week (or more frequently as needed) to engage in the following activities:

• Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.
• Help referring teachers design feasible strategies and interventions for struggling students through regular collaboration, problem solving, sharing effective practices, evaluating implementations, reviewing curriculum, and assisting in making decisions for school, teacher, and student improvement.
• Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
• Focus on improving student achievement outcomes with evidence-based interventions implemented with fidelity through the use of progress monitoring and data analysis.
• Foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

Title I Funds:

Title II funds have routinely been provided by the district for school-led professional development however, the last five years the district has used Title II funds to provide district-initiated professional development to instructional staff in district-led professional development and support.

Instructional resources are provided through district purchase and are inventoried through a barcoding system and checked out to teachers and students according to resource assignments.

Lakeland Highlands Middle School provides daily breakfast to student along with lunch to all students and the cost is tiered based on student's eligibility for free/reduced lunch.

CTE courses are provided to students through the implementation of the pre-academy tracks launched in 2012-13. CTE teachers are provided professional development through the district workforce education in addition to school-led professional development.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Tammy Epperson	Education Support Employee
Creigh Brown	Parent
Glenn Gardner	Education Support Employee
Tamara Salgado	Education Support Employee
Valerie Heredia-Viegas	Parent
Ave' Wright	Education Support Employee
Misty Beagan	Teacher
Gary Willis	Parent
Lisa Houk	Parent
Dyan Bechtol	Business/Community
April Novotny	Parent
Nick Vosburg	Teacher
Misty Beagan	Teacher
Bruce Johnson	Teacher
Judy Thomas	Teacher
Elina Burgos	Parent
Roxy Croft	Parent
Kristi Anderson	Business/Community
Heather Rimes	Parent
Jean Garcia	Parent
Kristy Ortiz	Parent
Shannon Heink	Parent

b. Duties

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

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 committee meets monthly and discusses the current state of the school. The principal and other members of the administrative staff share information related to student achievement, curriculum initiatives, school community events and concerns, goals and other updates related to school business. The leadership team shares the school improvement goals with the SAC committee and updates committee on how the implemented initiatives are working to achieve the goals.

b. Development of this school improvement plan

The Leadership Team discusses the school's academic and operational goals for the year with the SAC
committee. In coordination with teacher and staff feedback, the school improvement goals are established. The SAC Chair reviews and proofs the SIP draft and once completed, the SIP plan is reviewed and discussed with the SAC committee for approval.

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

Upon receipt of the school's Title 1 allocations, the leadership team coordinates budget spending aligned to needs identified in the SIP based on needs determined through current school data and district initiatives. The budget and plan is shared with the SAC committee and school staff.

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

Lakeland Highlands Middle School did not receive school improvement funds.

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.

In an attempt to verify the compliance of membership requirements, two parent individuals attended the first SAC meeting but was not present for the last meeting without notification of intent to be absent. Verification of membership is being verified. In addition, correspondence has been sent to community members to secure community membership. Once confirmed, membership will meet compliance measures.

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
Kendrick, Telay	Principal
Epperson, Tammy	Assistant Principal
Gardner, Glenn	Assistant Principal
Davenport, Ann	Teacher, K-12
King, David	Teacher, K-12
Wright-Gayner, Ave'	Dean
Zamora, Alejandro	School Counselor
Ahlschwede, Michael	Instructional Technology
Jones, Lisa	Instructional Media
Donker, Leslie	Teacher, K-12
Ramos, Wandallys	Teacher, K-12
Paolercio, Simone	Teacher, K-12

b. Duties

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

The major initiatives of the Literacy Leadership Team includes a Florida Standards focus with an emphasis on content area reading, research, standards-based instruction, and writing in all curricular areas of instruction to include text-based evidence and using the assessment rubric provided through the Florida Assessment webpage, the incorporation of extending reading passages, close reading strategies, textual analysis, the use of high level questioning strategies, the use of high yield learning strategies of summarization and higher order thinking along with vocabulary building strategies

across the curriculum.

Baseline data is gathered through August and September. Baseline data for reading is gathered using
STAR Reading and STAR Math. Writing baseline data is provided through district-scheduled, teacher-directed timed writing assessment. Third through eighth grade instructional data is gathered from the previous year's FSA scores in Reading and Math to include achievement levels and learning gains. Progress Monitoring data is gathered throughout the year through STAR Reading, STAR Math, Achieve 3000, and Performance Matters. Other Progress Monitoring data is collected as needed for classroom or student progress using Progress Matters.

End of Year data is gathered through STAR Read, STAR Math, Performance Matters, FSA (Florida Standards Assessments), Access 2.0, FSAA, and EOC.
Data is discussed and analyzed at least monthly at the MTSS Leadership Team Meetings, during collaborative planning, and Department Chair meetings.
Attendance and Suspension data is gathered and reviewed monthly through Genesis. The data is analyzed and discussed monthly at the MTSS Leadership meetings and PBS meetings.

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.

Teachers are scheduled with six periods of instruction and one period of planning each day. These planning periods provide content area teachers opportunities for grade level and vertical collaboration and planning. In addition, career and tech teachers are scheduled in a cross-curricular planning for integration of instruction over various content areas. The departments and CTE teachers are scheduled for a minimum of one day a week collaborative planning. Lakeland Highlands Middle School schedules students in teams. Teams are aligned to CTE courses and Acceleration.

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

1. Principal--Follow the district's policy in hiring certified and highly qualified teachers
2. Assistant Principal--Partner new hires with mentor teacher
3. Assistant Principal--Hold Professional Developments to indoctrinate new teachers to school and district

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

Lakeland Highlands Middle School follows the district guidelines in establishing a teacher mentor program through PEC where the coordinator and mentor plans and develops the following activities with the new teacher:
Review of teacher duties
Review structure of the lesson plans/curriculum map
Review classroom management and structure activities to include PBIS strategies
Review Teacher Handbook
Professional development centered on district and school initiatives
Observations/Reflections
*Struggling teachers will receive professional development within the areas of need using mentor teachers, administrators, and district coaches.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teachers are provided a copy of the Florida Standards and Florida Standards Assessment test specifications and a link to the standards is also available on their lesson plan template. Teachers are provided learning maps developed by the district and are required to plan for instruction using the learning maps along with the district adopted resources and document the core standards and content specific standards in their lesson plans. Administration reviews lesson plans and conducts walk-throughs and observations to ensure core instructional programs are aligned with Florida's standards. Administration reviews gradebooks and progress monitoring data and conducts classroom observations to identify concerns and verify the fidelity of instruction as it relates to standards-based instruction. Professional development is scheduled at the beginning of the school year to staff on lesson development aligned with Florida Standards. Professional development continues through the year on standards-based instructions. Content area teachers and CTE are scheduled in collaborative planning sessions once a week to develop standards-based lessons and review instructional strategies and evaluate their effectiveness in addition to developing cross-curricular lessons integrating academics with CTE course studies.

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.

Lakeland Highlands Middle School uses data to develop the master schedule, schedule students, and differentiate instruction within the classroom. Baseline data is gathered through August and September. Teacher are provided student trend data along with current baseline and monitoring data to develop instructional activities designed to teach content and differentiate based on student needs. In the 2017-18 school year, the student schedule includes a yearlong intensive math class to assist students performing below proficiency in math content. Specific performance data on students is reviewed and instruction is designed to focus on individual student needs in mathematics. These student are also scheduled in their grade level mathematics course. Students performing below proficiency in reading are schedule in one course of reading along with their grade level English language arts course to focus on direct instruction in reading comprehension to assist these students in their reading proficiency. Teachers of these courses are provided trend data and specific student performance data to assist in developing differentiated instruction related to specific deficiencies. Progress Monitoring data is gathered and reviewed throughout the year to assist in instructional planning to address needs of students. Data is discussed and analyzed at least monthly at the MTSS Leadership Team Meetings, collaborative planning meetings, and faculty meetings.
Attendance and Suspension data is gathered and reviewed monthly through Genesis. The data is analyzed and discussed monthly at the MTSS Leadership meetings and PBS meetings.

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: Before School Program

Minutes added to school year: 1,000

Lakeland Highlands Middle School extends the learning for students with before school assistance with content area teachers.

Strategy Rationale

The implementation of the before school assistance is designed to provide students with an opportunity to get additional help in content area knowledge.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Epperson, Tammy, tammy.epperson@polk-fl.net

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

Teacher feedback, student feedback, teacher grade book, and assessment data.

Strategy: After School Program

Minutes added to school year: 1,000

Lakeland Highlands Middle School extends the learning for students with after school assistance with content area teachers.

Strategy Rationale

The implementation of the after school assistance is designed to provide students with an opportunity to get additional help in content area knowledge.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Epperson, Tammy, tammy.epperson@polk-fl.net

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

Teacher feedback, student feedback, teacher grade book, and assessment data.

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.

Lakeland Highlands Middle School schedules a parent night for incoming 6th graders during the winter season and spring season prior to students entering middle school to allow parents to visit, receive information regarding the transition to middle school, and learn about the school's pre-academy program in preparation for registration. Members of the leadership team visit the elementary schools to present information to students and parents regarding the middle school transition and registration. The guidance counselors are assigned a grade level cohort and they loop with that cohort throughout their 3 years at the middle school. The leadership team coordinates with the high schools to visit Lakeland Highlands Middle School to present information related to the 8th grade cohort transitioning to the high school. The 8th grade students attend the WE Expo to learn of the high school academy options while planning for transition to high school. The school counselors meets with all 8th grade students during the spring to develop high school education plans.

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.

Students are provided instruction and guidance in career planning through the Civics with Career Planning and US History with Career Planning course. The CTE academy courses include career planning standards that are incorporated into the instruction. Students in the 8th grade also participate in career planning through Kuder during the school year with their guidance counselor. CTE instructors and the Leadership Team recruit business partners aligned with the career academies to provide the school an opportunity to bring industry personnel to the students for various presentations and hands-on experiences with leaders in the career field of interest. The Leadership Team articulates with feeder high schools and post-secondary institutions for an alignment of instruction in preparation for continuation of study in career fields of interest and industry certification opportunities for students. Students in 8th grade attend the WE Expo to learn of career academy options aligned with career interests for secondary and post-secondary planning.

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

Lakeland Highlands Middle School is a pre-academy school where all students are members of a selected career academy track aligned to their career interest. Students are scheduled into the pre-academy electives within the pre-academy track. Academic content teachers are aligned with specific academy tracks to incoporate activities that develop the relationship and relevance of the academic content areas to potential career paths of all students. Students participating in pre-academy courses in the medical, culinary, video game design, media design, and A.E.R (aviation, engineering, and robotics) tracks may earn high school credit with their respective pre-academy leading to the opportunity to earn industry certification at the high school level.

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

Lakeland Highlands Middle School is a pre-academy school with the intent that all students are provided an opportunity to participate in career and technical education. Teachers instructing the technical education courses are teamed with content area teachers to collaboratively plan for cross-curricular lessons integrating the content with the technical material to provided students the connection between education and career in support of student achievement. Career and Tech Ed teachers incorporate anchor literacy standards in instruction to support academic achievement in students.

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.

Lakeland Highlands Middle School provides opportunities for students to earn high school credit through their participation in the pre-academy courses, mathematics, foreign language, and science. Providing this opportunity allows students to potentially enroll in AP coursework and dual enrollment courses for post-secondary credit as well as potentially earning industry certification in a career interest. During the 7th and 8th grade year, students receive instruction in college and career planning through the Civics and US History courses and through planning activities with the 8th grade guidance counselor.

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.

Based on the trend data of performance on state assessment from 2015-16 to 2016-17 located in Step Zero, LHMS identifies areas of strength in maintaining percentage of proficient levels of achievement in ELA, Math, Science with a slight increase in performance in Civics. LHMS identifies areas of concern in learning gains and learning gains for the lowest 25% percent for both areas ELA and Math.

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.

LHMS has identifies various root causes related to deficiencies in growth in learning gains and learning gains for lowest 25% in ELA and Math. One cause includes the lack of teacher retention working with students with various needs as well as lack of teacher understanding/training in working with students with varying needs in the classroom. An additional cause includes all teacher/staff lack of understanding in identifying and tiering interventions suited to the needs of students, both academic and behavior, aligned to the MTSS framework . In addition, the infrastructure of the school needs to support and align with the MTSS framework with a focus on scheduling, implementing, monitoring, and adjusting strategies as needed in support of student academic success.

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. Using MTSS systems and practices, classroom instruction will align to the full intent of the Florida Standards including tiered interventions engaging all students through a positive learning environment resulting in an increase in student academic performance as measured by state assessment.

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. Using MTSS systems and practices, classroom instruction will align to the full intent of the Florida Standards including tiered interventions engaging all students through a positive learning environment resulting in an increase in student academic performance as measured by state assessment. 1a

G098054

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
ELA/Reading Gains	57.0
ELA/Reading Lowest 25% Gains	50.0
Math Gains	64.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Teacher and Staff awareness and understanding of MTSS
- An established infrastructure that engages all stakeholders in the MTSS framework
- Focused integration, alignment, monitoring, and adjustments to match the academic and behavior needs of students

Resources Available to Help Reduce or Eliminate the Barriers 2

- Curriculum and ancillary materials, progress monitoring tools, Florida Standards and district learning maps, district and school professional development for all faculty and staff, tutoring, enrichment, Extended Learning, mentoring, and coaching support.

Plan to Monitor Progress Toward G1. 8

Monitoring student discipline and attendance reports
Teacher and student feedback
External services and guidance feedback
Teacher gradebooks
Progress monitoring data

Person Responsible

Telay Kendrick

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Progress Monitoring Data Standard Test Data Guidance and External Services data/ documentation Teacher gradebook Discipline and attendance 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. Using MTSS systems and practices, classroom instruction will align to the full intent of the Florida Standards including tiered interventions engaging all students through a positive learning environment resulting in an increase in student academic performance as measured by state assessment. 1

G098054

G1.B1 Teacher and Staff awareness and understanding of MTSS 2

B263689

G1.B1.S1 Develop and Implement a comprehensive professional development plan focused on context, framework, and tools to facilitate MTSS 4

S279258

Strategy Rationale

To establish an integrated, aligned, multi-tiered, and sustainable system of services and support that defines the expected responsibilities of staff focused on meeting the diverse needs of the LHMS student population.

Action Step 1 5

Establish school-wide MTSS professional development plan

Person Responsible

Tammy Epperson

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Academic Leadership meeting minutes Plan Documentation

Action Step 2 5

Schedule and conduct MTSS professional development sessions with full staff participation including participant follow up.

Person Responsible

Tammy Epperson

Schedule

Biweekly, from 8/3/2016 to 5/25/2018

Evidence of Completion

Participant Sign in Sheet Participant follow up documentation Teacher reflection and feedback

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

Professional development documentation review
Professional Development session sign in sheets
Participant follow up documentation review

Person Responsible

Tammy Epperson

Schedule

Monthly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Professional Development document Sign in sheet Participant follow up Participant feedback

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

Data from Progress monitoring
Data from Teacher assessment
Data from gradebook
Teacher reflection/feedback

Person Responsible

Telay Kendrick

Schedule

Monthly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Lesson Plans Progress Monitoring Reports Grade Book Genesis student reports CWT/ Observation feedback

G1.B2 An established infrastructure that engages all stakeholders in the MTSS framework 2

B263690

G1.B2.S1 Develop school-wide, systematic approach focusing on student behaviors affecting educational success 4

S279259

Strategy Rationale

Focus on one of two core components MTSS--behaviors support, reinforcements, adjustments, interventions

Action Step 1 5

Implement school-wide PBIS

Person Responsible

Glenn Gardner

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

School-wide classroom management procedures School-wide behavior tracking forms School-wide behavior recognition and incentive Implementation of CHAMPS

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

School-wide plan documentation
Classroom Observations
Discipline Data Analysis
Attendance Data Analysis

Person Responsible

Glenn Gardner

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Non-evaluative monitoring documentation, CWT/Observations Instructional environment--expectations Classroom observation documentation Discipline Data Attendance Data Teacher Grade Book

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

Classroom Observations
Student Behavior Tracking Forms
Incentive Reward System
Student feedback
Discipline and Attendance data analysis
Guidance and External Services Reports

Person Responsible

Glenn Gardner

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Genesis Discipline & Attendance Reports Grade Book Review Teacher reflection Progress monitoring data Student feedback Stakeholder feedback

G1.B2.S2 Develop school-wide systematic approach focusing on instruction and student academics affecting educational success 4

S279260

Strategy Rationale

Focus on one of two core components MTSS--instructional and academic support, reinforcements, adjustments, interventions

Action Step 1 5

Establish school-wide multi-tiered model of instruction prescription to student academic needs and aligned to full intent of course standards.

Person Responsible

Tammy Epperson

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

MTSS instructional model documentation Teacher list of tiered students Lesson Plans with evidence of differentiated instruction

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Lesson Plan Review
Classroom Observation
Collaborative Planning
External Services, guidance, stakeholder feedback
Student feedback

Person Responsible

Telay Kendrick

Schedule

Biweekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Lesson Plans Target Student lists Progress monitoring data Classroom observation documentation

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Analysis of teacher gradebook
Analysis of lesson plans
Analysis of progress monitoring data
Teacher and student feedback
Stakeholder feedback

Person Responsible

Telay Kendrick

Schedule

Monthly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Teacher gradebooks Lesson plans

G1.B3 Focused integration, alignment, monitoring, and adjustments to match the academic and behavior needs of students 2

B263691

G1.B3.S1 Teachers collaboratively plan and implement lessons that include alignment to standards with data-based strategies effectively meeting the needs of each student. 4

S279261

Strategy Rationale

Implementation of lessons focused on appropriate alignment to standards and individual needs of students will result in academic success for every student in every class.

Action Step 1 5

Establish and conduct collaborative planning to include school-wide protocol of data-driven and content aligned lesson planning for all content areas.

Person Responsible

Tammy Epperson

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson Plan documentation Classroom Observation

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

Administrative Monitoring of collaborative planning
Classroom Observation
Teacher feedback
Support Staff feedback

Person Responsible

Tammy Epperson

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Collaborative Plan sign in sheets Lesson Plans

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

Review of teacher gradebooks
Analysis of progress monitoring data
Review of Lesson Plans
Student feedback
Classroom Observations

Person Responsible

Telay Kendrick

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Gradebooks Progress monitoring data Lesson plans Classroom Observation documentation

G1.B3.S2 Teachers collaboratively plan and implement data-based strategies that include alignment to school-wide behavioral expectations effectively meeting the needs of each student. 4

S279262

Strategy Rationale

Implementation of data-based strategies focused on individual behavioral needs of students resulting in academic success for every student in every class.

Action Step 1 5

Teachers and staff will implement the CHAMPS strategies aligned to school-wide behavior expectations within all classrooms.

Person Responsible

Glenn Gardner

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Classroom observation Teacher feedback Classroom mgmt plan documents Student feedback Stakeholder feedback

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Classroom observation
Student conferences
Participation in school-wide incentives

Person Responsible

Glenn Gardner

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Classroom Observation documentation Incentive documentation Genesis student report Behavioral tracking forms Staff and student feedback

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Analysis of student discipline and attendance data
Feedback from external services, guidance, stakeholder
Teacher feedback

Person Responsible

Glenn Gardner

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Student discipline and attendance reports Student participation in attendance huddles Documentation of behavior and attendance contracts

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 M406963	Monitoring student discipline and attendance reports Teacher and student feedback External...	Kendrick, Telay	8/10/2017	Progress Monitoring Data Standard Test Data Guidance and External Services data/documentation Teacher gradebook Discipline and attendance reports	5/25/2018 quarterly
G1.B1.S1.MA1 M406953	Data from Progress monitoring Data from Teacher assessment Data from gradebook Teacher...	Kendrick, Telay	8/3/2017	Lesson Plans Progress Monitoring Reports Grade Book Genesis student reports CWT/Observation feedback	5/25/2018 monthly
G1.B1.S1.MA1 M406954	Professional development documentation review Professional Development session sign in sheets...	Epperson, Tammy	8/3/2017	Professional Development document Sign in sheet Participant follow up Participant feedback	5/25/2018 monthly
G1.B1.S1.A1 A376301	Establish school-wide MTSS professional development plan	Epperson, Tammy	8/3/2017	Academic Leadership meeting minutes Plan Documentation	5/25/2018 weekly
G1.B1.S1.A2 A376302	Schedule and conduct MTSS professional development sessions with full staff participation including...	Epperson, Tammy	8/3/2016	Participant Sign in Sheet Participant follow up documentation Teacher reflection and feedback	5/25/2018 biweekly
G1.B2.S1.MA1 M406955	Classroom Observations Student Behavior Tracking Forms Incentive Reward System Student feedback...	Gardner, Glenn	8/3/2017	Genesis Discipline & Attendance Reports Grade Book Review Teacher reflection Progress monitoring data Student feedback Stakeholder feedback	5/25/2018 weekly
G1.B2.S1.MA1 M406956	School-wide plan documentation Classroom Observations Discipline Data Analysis Attendance Data...	Gardner, Glenn	8/3/2017	Non-evaluative monitoring documentation, CWT/Observations Instructional environment--expectations Classroom observation documentation Discipline Data Attendance Data Teacher Grade Book	5/25/2018 weekly
G1.B2.S1.A1 A376303	Implement school-wide PBIS	Gardner, Glenn	8/3/2017	School-wide classroom management procedures School-wide behavior tracking forms School-wide behavior recognition and incentive Implementation of CHAMPS	5/25/2018 weekly
G1.B3.S1.MA1 M406959	Review of teacher gradebooks Analysis of progress monitoring data Review of Lesson Plans Student...	Kendrick, Telay	8/10/2017	Gradebooks Progress monitoring data Lesson plans Classroom Observation documentation	5/25/2018 monthly
G1.B3.S1.MA1 M406960	Administrative Monitoring of collaborative planning Classroom Observation Teacher feedback...	Epperson, Tammy	8/10/2017	Collaborative Plan sign in sheets Lesson Plans	5/25/2018 biweekly
G1.B3.S1.A1 A376305	Establish and conduct collaborative planning to include school-wide protocol of data-driven and...	Epperson, Tammy	8/10/2017	Lesson Plan documentation Classroom Observation	5/25/2018 weekly
G1.B2.S2.MA1 M406957	Analysis of teacher gradebook Analysis of lesson plans Analysis of progress monitoring data...	Kendrick, Telay	8/3/2017	Teacher gradebooks Lesson plans	5/25/2018 monthly
G1.B2.S2.MA1 M406958	Lesson Plan Review Classroom Observation Collaborative Planning External Services, guidance,...	Kendrick, Telay	8/3/2017	Lesson Plans Target Student lists Progress monitoring data Classroom observation documentation	5/25/2018 biweekly
G1.B2.S2.A1 A376304	Establish school-wide multi-tiered model of instruction prescription to student academic needs and...	Epperson, Tammy	8/3/2017	MTSS instructional model documentation Teacher list of tiered students Lesson Plans with evidence of differentiated instruction	5/25/2018 weekly
G1.B3.S2.MA1 M406961	Analysis of student discipline and attendance data Feedback from external services, guidance,...	Gardner, Glenn	8/10/2017	Student discipline and attendance reports Student participation in attendance huddles Documentation of behavior and attendance contracts	5/25/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S2.MA1 M406962	Classroom observation Student conferences Participation in school-wide incentives	Gardner, Glenn	8/10/2017	Classroom Observation documentation Incentive documentation Genesis student report Behavioral tracking forms Staff and student feedback	5/25/2018 biweekly
G1.B3.S2.A1 A376306	Teachers and staff will implement the CHAMPS strategies aligned to school-wide behavior...	Gardner, Glenn	8/10/2017	Classroom observation Teacher feedback Classroom mgmt plan documents Student feedback Stakeholder feedback	5/25/2018 weekly

V. Professional Development Opportunities

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

G1. Using MTSS systems and practices, classroom instruction will align to the full intent of the Florida Standards including tiered interventions engaging all students through a positive learning environment resulting in an increase in student academic performance as measured by state assessment.

G1.B1 Teacher and Staff awareness and understanding of MTSS

G1.B1.S1 Develop and Implement a comprehensive professional development plan focused on context, framework, and tools to facilitate MTSS

PD Opportunity 1

Schedule and conduct MTSS professional development sessions with full staff participation including participant follow up.

Facilitator

Ms. Epperson, Ms. Wright-Gayner, Mr. Gardner

Participants

instructional faculty and staff

Schedule

Biweekly, from 8/3/2016 to 5/25/2018

G1.B2 An established infrastructure that engages all stakeholders in the MTSS framework

G1.B2.S2 Develop school-wide systematic approach focusing on instruction and student academics affecting educational success

PD Opportunity 1

Establish school-wide multi-tiered model of instruction prescription to student academic needs and aligned to full intent of course standards.

Facilitator

Tammy Epperson, Ave' Wright-Gayner, Glenn Gardner

Participants

Instructional Staff

Schedule

Weekly, from 8/3/2017 to 5/25/2018

G1.B3 Focused integration, alignment, monitoring, and adjustments to match the academic and behavior needs of students

G1.B3.S1 Teachers collaboratively plan and implement lessons that include alignment to standards with data-based strategies effectively meeting the needs of each student.

PD Opportunity 1

Establish and conduct collaborative planning to include school-wide protocol of data-driven and content aligned lesson planning for all content areas.

Facilitator

Tammy Epperson, Ave' Wright-Gayner, Glenn Gardner

Participants

All instructional staff

Schedule

Weekly, from 8/10/2017 to 5/25/2018

G1.B3.S2 Teachers collaboratively plan and implement data-based strategies that include alignment to school-wide behavioral expectations effectively meeting the needs of each student.

PD Opportunity 1

Teachers and staff will implement the CHAMPS strategies aligned to school-wide behavior expectations within all classrooms.

Facilitator

Glenn Gardner, Stephanie Huber, Ruben Zapata

Participants

All instructional staff

Schedule

Weekly, from 8/10/2017 to 5/25/2018

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**	**Establish school-wide MTSS professional development plan**				**$7,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	140-Substitute Teachers	1771 - Lakeland Highlands Middle Schl	Title, I Part A		$7,000.00
			Notes: substitute teachers for teacher workshops			
2	**G1.B1.S1.A2**	**Schedule and conduct MTSS professional development sessions with full staff participation including participant follow up.**				**$8,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	500-Materials and Supplies	1771 - Lakeland Highlands Middle Schl	Title, I Part A		$8,000.00
			Notes: MTSS materials and supplies including books for book study			
3	**G1.B2.S1.A1**	**Implement school-wide PBIS**				**$3,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6120	590-Other Materials and Supplies	1771 - Lakeland Highlands Middle Schl	Title, I Part A		$3,000.00
			Notes: Budget designated to implement and support school-wide MTSS			
4	**G1.B2.S2.A1**	**Establish school-wide multi-tiered model of instruction prescription to student academic needs and aligned to full intent of course standards.**				**$88,371.29**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3374	100-Salaries	1771 - Lakeland Highlands Middle Schl	Title, I Part A		$7,000.00
			Notes: Extended Learning and Enrichment			
	3336	500-Materials and Supplies	1771 - Lakeland Highlands Middle Schl	Title, I Part A		$5,000.00
			Notes: MTSS academic materials, resources, supplies			
	6150	790-Miscellaneous Expenses	1771 - Lakeland Highlands Middle Schl	Title, I Part A		$3,945.08
			Notes: agendas			
	6150	500-Materials and Supplies	1771 - Lakeland Highlands Middle Schl	Title, I Part A		$285.18
			Notes: Parent/Family Communications--swinger message board sidewalk signs			
	5100	100-Salaries	1771 - Lakeland Highlands Middle Schl	Title, I Part A		$57,452.30

			Notes: Math Interventionist in support of MTSS strategies and interventions working directly with students.			
	3336	644-Computer Hardware Non-Capitalized	1771 - Lakeland Highlands Middle Schl	Title, I Part A		$14,688.73
			Notes: Instructional/technology equipment in support of reading and math software/ instructional programs and curriculum			
5	**G1.B3.S1.A1**	**Establish and conduct collaborative planning to include school-wide protocol of data-driven and content aligned lesson planning for all content areas.**				**$63,460.71**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	100-Salaries	1771 - Lakeland Highlands Middle Schl	Title, I Part A		$63,460.71
			Notes: Literacy Coach Salary in support of collaborative planning and job-embedded coaching.			
6	**G1.B3.S2.A1**	**Teachers and staff will implement the CHAMPS strategies aligned to school-wide behavior expectations within all classrooms.**				**$0.00**
					Total:	**$169,832.00**