

Polk County Public Schools

Lawton Chiles Middle Academy



2017-18 Schoolwide Improvement Plan

Lawton Chiles Middle Academy

400 FLORIDA AVE N, Lakeland, FL 33801

<http://www.lcmaknightsonline.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 6-8	No	33%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

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

**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 Lawton Chiles Middle Academy

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.

We are an internationally-minded community committed to fostering curious minds in an educational environment that produces resilient, respectful and empathetic students, empowering them to exemplify academic integrity and exhibit responsiveness to our ever-changing global community.

b. Provide the school's vision statement.

The Lawton Chiles Middle Academy Family, consisting of students, faculty, staff, parents, and the community are partners in guiding our students' education by:

- Developing a high interest in all academic areas with an emphasis on math, science, and technology;
- Enabling students to maximize the development of their talents in music and the arts;
- Providing a safe and orderly environment that is student-centered;
- Promoting high expectations academically, socially and technologically;
- Equipping students to work at their highest capability;
- Stressing verbal and written communication;
- Focusing on the development of critical thinking and problem-solving skills;
- Integrating real world situation into the classrooms;
- Encouraging an acceptance of cultural differences, ideas, feelings and talents through cooperative learning and social skills development;
- Linking technology to learning in the classroom and developing proficiency in computer usage; and
- Demonstrating strong parent support and commitment for the education of their child.

2. School Environment

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

Establishing a rapport between teachers, students, administrators and parents is a major area of focus for Lawton Chiles Middle Academy. Teachers develop units and lesson plans specifically with the intent of learning more about their individual students. As an International Baccalaureate Middle Years Programme (IB/MYP), learning and sharing about cultures is a daily component of the school's curriculum. For instance, at the beginning of the school-year sixth grade social studies teachers lead students in a "Who Am I" unit that provides students the opportunity to share their backgrounds, cultures and life experiences. Seventh and eighth grade teachers expand the concept of cultures across the curriculum as each subject area addresses and celebrates LCMA's diverse student population within content area units. In addition, hallways serve as art galleries displaying student work that reflects the rich diversity of the school as well as other curriculum-rich depictions of life in various countries around the world. Each fall, the Spanish department hosts a school-wide Hispanic Heritage Festival that celebrates the rich culture, language and traditions of the Hispanic people and our school community.

As an IB/MYP school, inquiry based learning is a fundamental part of each day's lesson. The inquiry model is not only used for instruction, but also as a means to gain an understanding and knowledge of each student in the class. A school-wide honor policy, that is reviewed and implemented throughout the school year, is another way Lawton Chiles encourages respect and relationship-

building between teachers and students.

At the start of the 2017-2018 school year, the faculty took part in Emergenetics +, a type of personality profile training to learn more about how personality preferences may influence relationships and how we go about problem-solving. Continued conversations are planned throughout the year as teachers work in professional learning communities to examine student work, review test data and plan for instruction.

Teachers at LCMA work with students after school, during planning periods, and even during lunch in order to meet individual needs. They regularly communicate with their students and parents via Remind and school email. Parent volunteers are also a vital part of the rapport-building process; they serve in multiple capacities throughout the year.

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

Learning can only occur when students feel safe. On the LCMA campus, students see a multitude of teachers on duty before, during, and after school to ensure their personal safety and to provide a welcoming learning environment. Students arriving on campus report to the gym until the appropriate bell releases them to their lockers. Teachers monitor students in the hallways, between classes and before and after school. During the day, all classroom doors are locked, the campus is gated and locked and the only entrance to the campus during the school day is equipped with a security buzzer feature. Once a visitor gains entrance, his or her driver license is scanned and a badge is issued to be worn while the visitor remains on campus. As an extra layer of safety, these badges are automatically voided after a certain number of hours so they cannot be re-used. The teacher parking lot is equipped with a security gate that can only be opened by staff members with a special code. Per state law, LCMA conducts monthly fire drills along with the other emergency drills including tornado and lockdown drills. Lawton Chiles Middle Academy is unique in that each classroom contains emergency straps used to secure classroom and office doors from the inside-- ensuring that even if one were to break a window, an assailant would not be able to enter. Each classroom also contains emergency supplies such as water, refreshments and portable commodes.

LCMA has many strategies in place to educate, prevent and address bullying. All teachers receive an in-depth training annually and conduct a series of lessons related to bullying each year. If a student feels threatened or bullied, they may anonymously report any concerns to a "bully box" located in the front office. Students are informed about this opportunity to share their concerns throughout the school year. This box is checked by the administration and follow-up is swift and thorough. For parents, our school web page includes links to resources about bullying and cyber-bullying information and prevention.

Mutual respect between teachers and students is a necessary component to learning. In addition to establishing rapport and learning about each other, teachers and students live by the IB Learner Profile-- a list of ten characteristics we strive to develop in all stakeholders. Displayed and addressed in every classroom, the Learner Profile attributes foster mutual respect and are a fundamental component school-wide. Additionally, our teachers actively look for opportunities to "catch a student doing a good deed" with positive reinforcements. Each student carries a "Knights in Training" (KIT) card which has a place for teachers to recognize excellent behavior and choices as "Chivalry Marks". These marks eventually lead to rewards for students who received positive comments during the marking period. In our student agendas, our school's high expectations are outlined and reviewed with all students. These expectations, both academical and behavioral, specifically mention being respectful in behavior and language at all times. Dress is another area where both teachers and students demonstrate respect. Our teachers dress professionally and our students wear school uniforms. These uniforms are worn as a symbol of school pride as research studies have proven that

school uniforms help students to feel more self-confident and reduce distractions so students can concentrate on what's important: learning.

All of these elements contribute to the atmosphere that is unique to Lawton Chiles Middle Academy: a focus on safety, professionalism, mutual respect, academics and the development of the whole child.

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.

In order to create a safe learning environment to ensure academic success, the parents, students and the school must work together. Supporting our students' behavioral, social, and academic progress is critical to their success. There are a few basics that all adults must do to guarantee student achievement.

- Teaching behavior: All behaviors are skills, and the skills students use are learned from us. Follow these simple steps when teaching students how to act.

- o Have a clear idea of what we want them to do

- o Explain and model this behavior for them. Do we want them to learn how to follow our directions?

- Be very

- clear about what we are asking them to do, and show them how to do it.

- o Give them opportunities to practice.

- o Praise them when they do it themselves. We progress in small steps, do not expect perfect behavior the first time.

- o Realize that punishment teaches what to stop doing; punishment does not teach a student what to do.

Teaching will reduce the unwanted behavior and increase the successful behavior.

- Communication: Communication between school and home is another key to success. When parents contact a teacher or someone else at the school they can expect a helping response. In addition, when the teacher/school contacts the parent it is expected that the parent will respond to the school.

- Mutual support: Parents and teachers have to support each other when their student is struggling with an aspect of school success.

- Relationship: Respect, concern and a dedication to helping our students be successful will take us a long way together.

We, at Lawton Chiles Middle Academy, believe that behavior is a choice and we all choose how we react to circumstances every day of our lives. In order for us to continue to provide a safe environment, both parents and students must be aware of our high expectations. To that end, all parents must sign a contract acknowledging school policies related to behavior and consequences.

For misbehavior classified as minor, LCMA uses K.I.T. (Knights in Training) cards carried by each student throughout the day. Teachers sign the card for minor infractions, and it serves as a communication tool with parents. The greater the number of marks, the more severe the consequences. Each card lasts for nine weeks, at which time the 1st period teacher collects the cards and issues new ones of a different color. Students receiving 10 marks are given a yellow Caution Card at the end of the nine week period. Students on a Caution Card must have a parent accompany them on field trips or receive alternate assignments at school. They also may not participate in intramurals/extramurals, school dances, or the yearbook signing event. These students receive

assigned seats in the lunchroom while on this card. Students who receive no more than 4 marks on this card will go back on a regular card at the end of the nine weeks. The small number of our students who fill a yellow Caution Card receive a Red Card. Students on a Red Card are under the same restrictions as those on a Caution Card with the added consequence of being restricted from participating in the eighth grade party at the end of the year. Students who receive no more than 4 marks on this card will go back on a Caution Card at the end of the nine weeks. This system of KIT cards is an effective communication tool between parents, students and teachers and allows parents to intervene and assist with correcting student behavior before a major problem occurs.

Major behavior incidences result in referrals to the office which lead to consequences in accordance with the Polk County Student Code of Conduct Handbook.

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.

Ensuring that students' social-emotional needs are met is imperative to student success. At Lawton Chiles Middle Academy, we ensure these needs by utilizing a Problem Solving Team (PST) that consists of an Administrator, Guidance counselor, ESE teacher, a teacher from each subject area and School Psychologists. This team meets on a regular basis to discuss intervention opportunities and strategies.

If a student has any social-emotional needs, the PST reviews student behaviors and the possible causes/reasons for the behavior. The team will then implement an Intervention Plan specific to the student's needs consisting of the following components: problem/target, hypothesis, measurable goal, intervention/plan, planned reinforcers, fidelity implementation, intervention support and progress monitoring. Along with the Intervention Plan, the Problem Solving Team submits a complete mental health referral plan and a parent permission form to our designated district contact. In the final step of the process, the district contact reviews the Response to Intervention (RtI) paperwork and communicates the proper Mental Health Services that are necessary to ensure that the student's needs are met. Although this resource is typically utilized through the ESE department, our general education students have the opportunity to receive these services as well. In addition, the school website includes links to information for parents about crisis counseling.

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.

Florida Statute 1003.26, requires regular school attendance. Early intervention in school attendance is the most effective way of producing good attendance habits that will lead to improved student learning and achievement. When attendance falls below 90% or when students are absent for more than 5 days during a 90 day calendar period, parents receive district generated letters informing the parents of the law and the importance of attending school regularly. An additional letter is generated after 10 days of absence with a request to contact the school's Attendance Manager. When there is a pattern of non-attendance, a meeting is scheduled with a problem solving team as required by Florida Statute 1003.26 to identify possible remedies that may include home education programs as necessary.

Students that are suspended are given the opportunity to make-up missed assignments regardless of the number of times a student is suspended.

Students failing in ELA or Math are contacted by the guidance counselors. Parent conferences are

scheduled for these students and form letters are sent to parents notifying them that their student may be in jeopardy of failing for the school year if no improvements are made. Students are put on academic probation if there is no evidence of improvement. Students on academic probation are monitored weekly by the guidance counselors.

Students earning a level one on the Florida State Assessment (FSA) in ELA or Math are provided intensive math and/or reading classes that remediate their skill deficiencies. These teachers conduct face-to-face meetings with parents to discuss student progress and provide available resources to support student learning at home.

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	7	4	2	0	0	0	0	13
Course failure in ELA or Math	0	0	0	0	0	0	11	9	12	0	0	0	0	32
Level 1 on statewide assessment	0	0	0	0	0	0	3	6	7	0	0	0	0	16

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

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

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

Students with two or more early warning indicators are referred to our guidance counselors. Guidance counselors meet with these students to further assess the situation. After which, parents are contacted and referrals to other agencies are made as necessary.

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?

No

1. PFEP Link

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

2. Description

Often middle schools struggle to find meaningful ways for parents to interact with their school and students in a positive fashion. The goal at Lawton Chiles is for parents to experience sustained,

positive involvement and meaningful opportunities to contribute to the school climate and culture in order to assure that discipline is minimized and that every student has a strong sense of belonging. To accomplish this, the process begins even before the first day of school. All new parents and students attend an orientation that includes a video, a PowerPoint presentation, a school tour and question/answer period. During this time, students and parents are introduced to the school mission and vision. Time is available for discussion with each student/parent regarding individual test scores, ESE placement, and scheduling concerns. Parents are also presented with information about the many and diverse opportunities available so that they may take an active role in their child's education. Lawton Chiles Middle Academy has an open-door policy allowing parents to speak with the principal, assistant principal and/or guidance counselors without an appointment.

Our principal has always placed an emphasis on communication between school, home and the community. That commitment to creating and maintain strong ties is evident as 99% of the LCMA parents have provided email addresses in order to regularly communicate with teachers and administrators. Teachers use an online grade system that allows students and parents to enjoy the benefits of real-time, anytime grade information from all of their classes through the Pinnacle Parent Internet Viewer. Through a district-based system parents may use a one-click online system that keeps them informed of lunch accounts, grades, academic history, and other information. Parents also receive regular email and text message updates from the principal through the School Messenger system. Our school also uses an electronic call-out system to notify parents of absences as well as emergency information. LCMA continues to strive toward our goal of paperless and real-time communication between school, home and our community.

For school staff, the question to parents is not WILL you be involved but HOW would you like to be involved. Parents serve as volunteers in the office and in the classrooms, working with small groups to facilitate differentiation. They participate in community service projects with the students and are enthusiastic cheerleaders for all students as they organize and chaperone outdoor picnics to Freedom Park and other nearby venues. On any given day, parents may be found in all areas of the school and even off campus, working with teachers to develop schedules and assist with project learning experiences.

Parents are also involved in the governance of the school through various avenues. One of these is the School Advisory Council (SAC) that meets monthly and is comprised of community members, parents, teachers, students and administrators. This council mirrors the racial and economic make-up of the school community. Through this committee parents and community members assist in setting annual goals for LCMA as well as contributing strategies and ideas for reaching these goals. They assist with the development of the School Improvement Plan and review and approve various budgets related to this plan. Additional opportunities for parents to impact the school and its policies include serving on the uniform committee and the PTSA board.

One measure of these successful parent and community-school partnerships is the 2000+ hours that our volunteers logged working with our school last year. As an extension of the community, the school regularly partners with various local organizations and charities that have resulted in many accolades:

- The Five-Star Community Award every year since 1996 awarded by the Florida Department of Education for our use of business partnerships, family involvement, student community service, volunteers, and our School Advisory Council
- The Little Red Schoolhouse Award from the State of Florida for innovative use of school-to-home communication
- The Golden School Award every year since 1992 given by the Florida Department of Education to recognize

public schools with exemplary volunteer programs

Furthermore, the 40 Great American Teach-In participants who provided valuable real-world learning examples and career options to our students are just a snapshot of the strong partnership we have with our parents and school community. Numbers alone do not adequately tell this story. The Lawton Chiles Middle Academy historic building has blossomed from its days of neglect as a county-wide

discipline center to an academic center of excellence that is a point of pride for its students, families, and the larger community.

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.

Local community members play a valuable role at Lawton Chiles Middle Academy as they share business applications to the curriculum. They serve on our School Advisory Council supporting the school and student achievement. Through their involvement, students learn about educational and career opportunities via events like the annual Great American Teach-In and the We3 Expo, where community members share about high school and career opportunities.

One of the curriculum aspects offered to students is a Fab Lab (fabrication lab) that is available to all students via the digital design course, a highly sought-after elective. The lab is a digital workshop equipped with laser-cutters, routers, 3D scanners, 3D milling machines, and programming tools. Students learn how to use the latest technology, such as Computer-Aided Design (CAD) software, to create computer-based 3D models and a variety of laser-cutter programs to accomplish the task. Because of the advanced nature of this new course offering, LCMA is involved with many different business partners. Community members play an integral role as they guide our students and share real-world applications of the equipment and technology used in this Fab Lab. In addition, business partners in fields such as construction, home remodeling and the technology sector assist us with procuring the materials needed to fabricate the various products students create. For instance, students designed named plates for school board members etched on pieces plexi-glass donated by a business partners rather than discard. Connections in the public relations and marketing fields prove valuable as students design and share their own brochures and pricing and service guides with prospective clients. Students made and sold personalized cutting boards as awards for the local Pig Fest event.

In addition to the Fab Lab, our 8th grade Design course teaches innovation and entrepreneurship through a "Shark Tank" problem-solving business unit. A culminating event to this unit utilizes a partnership with Catapult, a business incubator program in downtown Lakeland, where local businessmen and women are invited to judge our student business "pitches" each semester. An extension to this unit is through the Lakeland Chamber of Commerce's Young Entrepreneurs Academy (YEA). Many LCMA students take their business ideas even further with the support of the YEA program and local business sponsorships.

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
Andrews, Brian J.	Principal
Kallan, Susie	Other
Garcia, Debbie	Teacher, K-12
MacDonald, Susan	Other
Bruno, Lance	Dean
Tregler, Debbie	Teacher, K-12
DiGioia, Michelle	Teacher, K-12
Campbell, Annette	Instructional Coach
Butler, Shannon	Teacher, K-12
Goleno, Jennifer	Instructional Coach

b. Duties

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

The School Leadership Team at Lawton Chiles Middle Academy is comprised of people holding the following positions: the principal, the assistant principal, the IB MYP coordinator, subject chairpersons, the ESE teacher, the librarian, and a guidance counselor. Our team meets monthly and more often as needed. During these meetings we review, discuss and determine revisions to curriculum, to IB implementation, to safety issues, to our school improvement plan, and to our school's struggling students. Members of the leadership team are responsible for sharing information and outcomes from these meetings with their respective departments and committees. In addition each member of this leadership team will be responsible for a committee preparing our school for its upcoming IB evaluation visit. The leadership team will each chair one of the committees that will include each teacher on staff as well as parents, community members and students.

This team will meet on a regular basis to guide and support the weekly PLC meetings with our teachers by subject area. Plans for promoting a rigorous yet attainable curriculum will be discussed prior to meeting with weekly PLC groups and throughout the year. Data will be a strong component of this team's efforts as they plan how they will assist the classroom teachers in implementing the new IB MYP curriculum while encouraging interdisciplinary units when appropriate.

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.

Not Applicable

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Holly Tritschler	Parent
Brian Andrews	Principal
Cateria Davis-Bruno	Parent
Steven Uiterwyk	Business/Community
Dorothy Wilson	Parent
Elaine Chilson	Education Support Employee
Susan Pappachen	Parent
Lisette Junquera-Eljaiek	Parent
Jill Bevis	Parent
Alexander Pujol	Parent
Sesha Srinivasan	Parent
Scott MacDonald	Parent
Shannell Knowles	Parent
	Student

b. Duties

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

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 majority of the School Advisory Council's meetings are devoted to the school improvement plan. Each year, the SAC committee analyzes data to determine our progression toward the projected goals and strategies. After reviewing progress, monitoring data, and tracking student achievement in reading, math, science and history/civics, council members evaluate the effectiveness of these strategies and make suggestions for next year's SIP.

b. Development of this school improvement plan

The school improvement plan is a living document created with input from all stakeholders. It serves as the basis for school purchases, professional development, and student learning activities. This plan is developed with significant input from our School Advisory Council. During our monthly SAC meetings, LCMA staff presents data along with suggestions or guidelines from the district about goals and objectives for this plan. The SAC discusses and suggests strategies along with evaluating the efficacy of last year's plan. We work together to identify barriers to student achievement and ideas for overcoming them. Staff members are responsible for documenting the information the group develops on the district SIP template. Once the plan is finalized, the School Advisory Council reviews the document and votes on its acceptance. At that point the SAC monitors its implementation and effectiveness throughout the year. Evidence of this process is documented in the minutes of the LCMA SAC meetings.

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

Each year subject area chairs meet with their departments to identify and estimate costs associated with the new school improvement plan. This would include items such as training costs, costs for instructional materials and substitutes for collaborative planning sessions. These costs are tallied and presented to the SAC for their input and eventual approval.

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

School Advisory Council members will discuss and vote to approve the use of lottery dollars focusing on student achievement as the end result. Recognition funds are also a focus of the School Advisory Council and are voted on and approved when our school receives these 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.

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
Andrews, Brian J.	Principal
Garcia, Debbie	Teacher, K-12
Kallan, Susie	Other
MacDonald, Susan	Other
DiGioia, Michelle	Teacher, K-12
Tregler, Debbie	Teacher, K-12
Campbell, Annette	Instructional Coach
Grimes, Pamela	Teacher, K-12

b. Duties

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

The major initiative for the LLT will be the implementation of literacy across the curriculum.

Since achieving IB MYP authorization in June of 2012, the major initiative of this committee will be to continue to monitor and assist with unit development. Additionally, this team will serve in the capacity of the curriculum committee to - 1) Evaluate curriculum to ensure compliance with appropriate Florida Standards for that school level. 2) Evaluate proposed changes to the curriculum to insure the continued compliance with the State Standards and to meet specific learning needs. 3) Participate in the determination of textbook budget allocation. 4) Where applicable, annually reviews the School's Curriculum guide and makes appropriate updates. 5) Hear appeals related to the assignment of more than three (3) preparations. 6) Work with the principal in determining the need for and the nature of any school based in-service programs, and make recommendations to the Administration regarding curriculum, school improvement and training. 7) The grade/department/team will meet to make recommendations to the principal in determining grade/department/team chairpersons. Make recommendations on the expenditure of funds allocated for materials and supplies.

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.

Setting a tone of collaboration is a crucial ingredient to a successful school. As such, LCMA has several components in place to promote the expectation of working together in a positive manner. First of all, our master schedule was created so that each department shares a common planning period. Class rooms were re-assigned to place departments in close proximity to each other. Each week these departments meet together during a planning period in a professional learning committee (PLC) to discuss curriculum, upcoming units, assignments and assessments, student concerns, and best practices. Additionally, each department meets weekly for collaborative planning. Each subject area also meets together each semester for a full-day vertical planning session used for curriculum development and teacher training. Teachers use Planbook.com to share plans throughout each department/subject area.

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

The principal works collaboratively with a diverse interview team and the county certification and recruitment office to recruit highly qualified, certified-in-field, effective teachers. In addition, through intern placements, the school has a collaborative relationship with supervisors of local college and university teaching programs to recruit highly skilled and highly qualified beginning teachers. Beginning teachers are partnered with a school-based mentor during their first year and with an additional county-based instructional coach that assists in teachers through new teacher processes.

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

Mentoring, coaching, and induction programs support instructional improvement consistent with LCMA's values and beliefs about teaching and learning. This is evidenced by intensive orientation and follow-up training of new staff members regarding school policies, the IB-MYP program and ongoing technology training and support. All teachers have access to records of pre/post conferences, meetings, walk-throughs and formal and informal observations that provide teachers feedback of their performance in the classroom.

At the beginning of each school year, the principal and assistant principal hold a new teacher orientation for all teachers new to our school. Teacher mentors are assigned to each new teacher. Each teacher mentor is available throughout the school year to support and answer questions from the new teacher.

Furthermore, teachers new to LCMA participate in a full-day orientation session regarding our IB middle years programme and its implementation. Teachers receive specific information about curriculum, unit development, expectations and assessment and grading.

In addition to teacher mentors, department chairpersons and the IB coordinator are valuable resources for teachers new to our school.

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.

One of the most helpful tools in ensuring our instructional program is aligned to Florida Standards is the district learning map for the various subjects. In addition, recent district-approved textbooks with

correlations to these standards are being used. Our teachers have had district professional development and follow-up PLCs on the use and implementation of the State of Florida's website, CPalms. This official source for standards information and course descriptions is an invaluable tool for when our teachers plan instruction.

Our goal is to always "put standards first" to ensure student achievement. All unit plans are created through teacher collaboration to promote unity within the curriculum. These units are based on Florida Standards that are listed for each course and grade level. Each lesson's LEQ (lesson essential question) or guiding question originates from the Florida Standards.

b. Instructional Strategies

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

LCMA uses data from several different sources. In order to appropriately schedule students in math and science, we use standardized test scores from the previous spring. Math also uses an algebra readiness test and a basic skills test to ensure accurate placement. This school year, we have additional progress monitoring data with STAR assessments in both Reading and Math. Even when grouped by ability level, students will exhibit differing levels of understanding throughout the year. To support students' learning needs, teachers use a variety of differentiated learning strategies to ensure learning for all. Because of the extensive collaborative planning that is part of the school culture, our teachers not only work together to create unit plans, but also to create common formative and summative assessments. The formative assessments, while not always graded, are used to gauge student understanding of concepts and skills. Teachers use this data to adjust the next day's lesson in terms of pacing, re-teaching, and grouping students. This formative data is also helpful when planning differentiated activities that help to immediately remediate skills. Since even with ability-level grouping, students exhibit differing levels of understanding throughout the year, teachers use a variety of strategies to ensure learning for all. For instance, in a language arts lesson on using varied sentence structure to improve written communication, students that demonstrate a lack of initial understanding will be asked to write sentences of specific structures with a great deal of teacher assistance and are able to resubmit their work with corrections after it's been evaluated. On the other hand, students showing a grasp of the concept will instead be assigned a more challenging task: find and identify the sentence structures in popular literature and justify the reasoning to the class. In addition, all students participate in a summer reading program using a pre-selected Sunshine State Book to reinforce reading skills. A content area or thematic reading activity culminates in a summer reading celebration that reflects the school's focus on reading in all content areas.

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: After School Program

Minutes added to school year:

As a continuation from the previous year's work with creating authentic assessments, all teachers in core academic subject areas (Math, Language Arts, Science and Social Studies) will attend a workshop over two days with national educational consultant, Lynn Coleman. The focus of this workshop is data analysis and creating authentic MYP IB assessments.

Strategy Rationale

In previous training, Lawton Chiles Middle Academy used the train-the-trainer model to provide instruction in the area of assessment design and differentiated instruction based on data from formative and summative assessments. However, all teachers in each department will receive the training first-hand. Follow-up activities will be coordinated and planned.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Kallan, Susie, susie.kallan@polk-fl.net

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

To determine the effectiveness of this strategy, administrators will monitor teacher lesson plans to ensure that these strategies are being implemented. Data will be collected by teachers in the form of classroom assessments as well as standardized tests. Teachers will meet together in subject groups to analyze the data, both on the district data day and within PLCs.

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.

Sixth Grade:

- Shadow Days: At the end of 5th grade, feeder elementary school students are assigned a 6th grade buddy to shadow throughout the school day.
- The music teachers and their students visit the main feeder elementary schools (5th grade) to perform and present information about LCMA's music program.
- Orientation: an evening meeting held for parents of incoming 6th graders in which fundamental topics are addressed (schedules, expectations, introduction of key staff, uniform policy, tours provided by Honor Society students, etc.)
- First day of school: the 6th grade team of teachers plan and implement a comprehensive introduction to 6th grade at LCMA. This includes explaining and providing a practice behavior management card (Knights in Training), reviewing the policies such as tardies, dress code and our honesty policy, etc.
- LCMA teachers of gifted meet with students and parents in the gifted programs at our feeder

elementary schools at the end of 5th grade. These meetings provide a time for questions and answers about the school in addition to setting goals for the gifted education plans.

- At the beginning of the year, our ESE facilitator/guidance counselor meets with the parents of students with 504 plans in order to review them and discuss modifications that may be appropriate for middle school.
- The ESE teacher meets with students and parents in the ESE programs at our feeder elementary schools at the end of 5th grade. These meetings provide a time for questions and answers about the school in addition to setting goals for the individualized education plans.
- Student-created video on topic of new students to LCMA is posted to our website.

Eighth Grade:

- The 8th grade guidance counselor meets with each 8th grader to assist in developing a four-year plan for high school.
- LCMA works with the high schools in our feeder plan to offer students the opportunity to learn more about the many choices for high schools and the programs they offer.
- Students interested in high school sports have the opportunity to attend interest meetings during the school day as coaches from the high schools visit and present their programs.
- LCMA teachers of gifted, together with the high school gifted teachers, meet with students and parents individually at the end of 8th grade. These meetings provide a time for questions and answers about the high school in addition to setting goals for the gifted education plans for high school.
- The ESE teacher meets with students and parents in the ESE program at the end of 8th grade. These meetings provide a time for questions and answers about high school in addition to setting goals for the individualized 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.

N/A

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

N/A

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

N/A

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.

N/A

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.** School staff will create a culture that encourages student voice and input within the learning environment to establish and maintain effective relationships.
- G2.** Teachers and Support Staff will provide our ELL and SWD students targeted support to increase their FSA proficiency levels in reading and math, through data analysis and progress monitoring.
- G3.** Through data analysis, planning, monitoring and coaching, teachers in all content areas will engage students in a relevant, standards-based curriculum implementing strategies that lead students to reflect on individual academic strengths and weaknesses that result in learning gains.

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. School staff will create a culture that encourages student voice and input within the learning environment to establish and maintain effective relationships. 1a

G098901

Targets Supported 1b

Indicator	Annual Target
5Es Score: Collective Responsibility	80.0

Targeted Barriers to Achieving the Goal 3

- Teacher Participation in Clubs and athletics

Resources Available to Help Reduce or Eliminate the Barriers 2

-

Plan to Monitor Progress Toward G1. 8

Administration will review teacher lesson plans and PLC documentation for planning activities that foster student voice.

Person Responsible

Brian J. Andrews

Schedule

Every 2 Months, from 8/8/2017 to 5/18/2018

Evidence of Completion

Student artifacts, surveys and contributions to school culture will be used as evidence of goal.

G2. Teachers and Support Staff will provide our ELL and SWD students targeted support to increase their FSA proficiency levels in reading and math, through data analysis and progress monitoring. 1a

G098902

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Hispanic	5.0
FSA ELA Achievement - Black/African American	5.0
FSA Math Achievement - Hispanic	5.0
FSA Math Achievement - Black/African American	5.0

Targeted Barriers to Achieving the Goal 3

- Teachers will continue to focus on rigorous standards based instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Materials and training

Plan to Monitor Progress Toward G2. 8

Administration will monitor discipline records/reports to ascertain the effectiveness of this strategy.

Person Responsible

Brian J. Andrews

Schedule

Monthly, from 11/17/2016 to 4/28/2017

Evidence of Completion

monthly discipline records

G3. Through data analysis, planning, monitoring and coaching, teachers in all content areas will engage students in a relevant, standards-based curriculum implementing strategies that lead students to reflect on individual academic strengths and weaknesses that result in learning gains. 1a

G098903

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	85.0
FSA Mathematics Achievement	86.0

Targeted Barriers to Achieving the Goal 3

- Efficient and accurate on-going analysis of data
- Students are not familiar with their own academic data

Resources Available to Help Reduce or Eliminate the Barriers 2

.

Plan to Monitor Progress Toward G3. 8

Administration will collect benchmark and progress monitoring assessment data from Performance Matters, Achieve 3000 and STAR student data reports.

Person Responsible

Annette Campbell

Schedule

Every 6 Weeks, from 10/3/2016 to 4/28/2017

Evidence of Completion

STAR assessment data charts, Achieve 3000 outcomes, Performance Matters data

Action Plan for Improvement

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

Problem Solving Key

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

 = Problem Solving Step  S123456 = Quick Key

G3. Through data analysis, planning, monitoring and coaching, teachers in all content areas will engage students in a relevant, standards-based curriculum implementing strategies that lead students to reflect on individual academic strengths and weaknesses that result in learning gains. 1

G098903

G3.B1 Efficient and accurate on-going analysis of data 2

B266242

G3.B1.S1 As a collaborative group and individual departments, on-going training/coaching on the topic of appropriate and efficient ways to analyze formal and informal student data to maximize instruction will be provided to all teachers. 4

S282173

Strategy Rationale

Daily instruction guided by informal and/or formal data analysis will aid teachers in differentiating learning activities and increase student achievement.

Action Step 1 5

Teachers will engage in on-going professional development/training and conversations of positive possibilities as it relates to formal and informal student data.

Person Responsible

Brian J. Andrews

Schedule

Monthly, from 8/16/2016 to 4/28/2017

Evidence of Completion

Attendance sheets, PLC/PD agendas, Collaborative Planning notes

Action Step 2 5

Teachers will review formative assessments and student artifacts as part of PLC activities to generate conversations on student mastery and differentiation strategies.

Person Responsible

Annette Campbell

Schedule

Quarterly, from 9/18/2017 to 5/18/2018

Evidence of Completion

Samples of student artifacts, meeting notes, teacher reflections.

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

Teacher observations, IBTP benchmark data, Achieve and formative assessments will be reviewed.

Person Responsible

Annette Campbell

Schedule

Monthly, from 10/3/2016 to 4/28/2017

Evidence of Completion

IBTP Data, Teacher observations, Achieve data, etc.

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

Administration will regularly review IBTP benchmark mark assessments, Achieve student data, and grades to monitor the effectiveness of implementation.

Person Responsible

Brian J. Andrews


Schedule

Monthly, from 10/3/2016 to 4/28/2017

Evidence of Completion

IBTP benchmark assessment reports, Achieve student data, formative assessments

G3.B2 Students are not familiar with their own academic data **2**

 B266243

G3.B2.S1 Each student will be provided with their achievement levels, scale scores and reporting categories scores for both the FSA ELA and Math data. Students chart the data and set personal academic goals based on the specific needs. **4**

 S282174

Strategy Rationale

Students will be allowed to take ownership of their academic data, establish academic goals based on their identified weakness, develop an action plan and monitor their progress throughout the school year to increase their achievement through differentiated instructional activities.

Action Step 1 **5**

All students will complete a progress monitoring form (Data Tracking/Goal setting) for Math and ELA FSA data results to be revisited and modified as needed and kept in their IB MYP portfolios to share with parents.

Person Responsible

Susie Kallan

Schedule

On 9/13/2016

Evidence of Completion

Completed student forms

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

Administration/Leadership team will check student data sheets for completion.

Person Responsible

Brian J. Andrews

Schedule

On 12/16/2016

Evidence of Completion

Artifacts - completed data sheets

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

Teacher/student surveys and/or interviews will be used to measure the effectiveness of the data sheets.

Person Responsible

Brian J. Andrews

Schedule

Every 6 Weeks, from 10/10/2016 to 12/16/2016

Evidence of Completion

Surveys, interviews, student/teacher feedback

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G3.B2.S1.A1 A380787	All students will complete a progress monitoring form (Data Tracking/Goal setting) for Math and ELA...	Kallan, Susie	9/6/2016	Completed student forms	9/13/2016 one-time
G3.B2.S1.MA1 M413232	Teacher/student surveys and/or interviews will be used to measure the effectiveness of the data...	Andrews, Brian J.	10/10/2016	Surveys, interviews, student/teacher feedback	12/16/2016 every-6-weeks
G3.B2.S1.MA1 M413233	Administration/Leadership team will check student data sheets for completion.	Andrews, Brian J.	10/10/2016	Artifacts - completed data sheets	12/16/2016 one-time
G3.MA1 M413234	Administration will collect benchmark and progress monitoring assessment data from Performance...	Campbell, Annette	10/3/2016	STAR assessment data charts, Achieve 3000 outcomes, Performance Matters data	4/28/2017 every-6-weeks
G3.B1.S1.MA1 M413230	Administration will regularly review IBTP benchmark mark assessments, Achieve student data, and...	Andrews, Brian J.	10/3/2016	IBTP benchmark assessment reports, Achieve student data, formative assessments	4/28/2017 monthly
G3.B1.S1.MA1 M413231	Teacher observations, IBTP benchmark data, Achieve and formative assessments will be reviewed.	Campbell, Annette	10/3/2016	IBTP Data, Teacher observations, Achieve data, etc.	4/28/2017 monthly
G3.B1.S1.A1 A380785	Teachers will engage in on-going professional development/training and conversations of positive...	Andrews, Brian J.	8/16/2016	Attendance sheets, PLC/PD agendas, Collaborative Planning notes	4/28/2017 monthly
G3.B1.S1.A2 A380786	Teachers will review formative assessments and student artifacts as part of PLC activities to...	Campbell, Annette	9/18/2017	Samples of student artifacts, meeting notes, teacher reflections.	5/18/2018 quarterly

V. Professional Development Opportunities

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

G3. Through data analysis, planning, monitoring and coaching, teachers in all content areas will engage students in a relevant, standards-based curriculum implementing strategies that lead students to reflect on individual academic strengths and weaknesses that result in learning gains.

G3.B1 Efficient and accurate on-going analysis of data

G3.B1.S1 As a collaborative group and individual departments, on-going training/coaching on the topic of appropriate and efficient ways to analyze formal and informal student data to maximize instruction will be provided to all teachers.

PD Opportunity 1

Teachers will engage in on-going professional development/training and conversations of positive possibilities as it relates to formal and informal student data.

Facilitator

Brian Andrews, Department Chairs, Annette Campbell, Jennifer Goleno, Susie Kallan

Participants

Teachers

Schedule

Monthly, from 8/16/2016 to 4/28/2017

PD Opportunity 2

Teachers will review formative assessments and student artifacts as part of PLC activities to generate conversations on student mastery and differentiation strategies.

Facilitator

Annette Campbell

Participants

English Teachers

Schedule

Quarterly, from 9/18/2017 to 5/18/2018

VI. Technical Assistance Items

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

VII. Budget

1	G3.B1.S1.A1	Teachers will engage in on-going professional development/training and conversations of positive possibilities as it relates to formal and informal student data.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0043 - Lawton Chiles Middle Academy	Other		\$0.00
			Notes: Emergenetics Professional Learning opportunity was out of MSAP grant.			
2	G3.B1.S1.A2	Teachers will review formative assessments and student artifacts as part of PLC activities to generate conversations on student mastery and differentiation strategies.				\$7,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		120-Classroom Teachers	0043 - Lawton Chiles Middle Academy	Other		\$7,500.00
			Notes: Funding is from MSAP grant.			
3	G3.B2.S1.A1	All students will complete a progress monitoring form (Data Tracking/Goal setting) for Math and ELA FSA data results to be revisited and modified as needed and kept in their IB MYP portfolios to share with parents.				\$0.00
Total:						\$7,500.00