
2013-2014 SCHOOL IMPROVEMENT PLAN

Lake Weir Middle School
10220 SE SUNSET HARBOR RD
Summerfield, FL 34491
352-671-6120

School Demographics

| | | |
|-------------------------------------|-----------------------------|---|
| School Type Middle School | Title I Yes | Free and Reduced Lunch Rate 78% |
| Alternative/ESE Center No | Charter School No | Minority Rate 44% |

School Grades History

| | | | |
|---------------------|---------------------|---------------------|---------------------|
| 2013-14 D | 2012-13 D | 2011-12 C | 2010-11 B |
|---------------------|---------------------|---------------------|---------------------|

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

| | |
|---|-----------|
| Purpose and Outline of the SIP | 3 |
| Differentiated Accountability | 4 |
| Part I: Current School Status | 5 |
| Part II: Expected Improvements | 14 |
| Goals Summary | 19 |
| Goals Detail | 19 |
| Action Plan for Improvement | 24 |
| Part III: Coordination and Integration | 52 |
| Appendix 1: Professional Development Plan to Support Goals | 54 |
| Appendix 2: Budget to Support Goals | 60 |

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

| DA Category | Region | RED |
|--------------|--------|-------------|
| Focus Year 1 | 2 | Wayne Green |

| Former F | Post-Priority Planning | Planning | Implementing TOP |
|----------|------------------------|----------|------------------|
| No | No | No | No |

Current School Status

School Information

School-Level Information

School

Lake Weir Middle School

Principal

Stephanie Callaway

School Advisory Council chair

Sheri Smith

Names and position titles of the School-Based Leadership Team (SBLT)

| Name | Title |
|-----------------|---------------------------------|
| Patrick Kiernan | Assistant Principal, Curriculum |
| Columbus Watts | Assistant Principal, Discipline |
| Rhonda Mickle | Dean |
| Dennis Robinson | Dean |
| Janis Tripp | Guidance Counselor |
| Deedra Conrad | Guidance Counselor |
| Michele Brooks | Guidance Counselor |

District-Level Information

District

Marion

Superintendent

Mr. George D Tomyn

Date of school board approval of SIP

11/12/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC is comprised of the school administration, teachers, and parents. Fifty three percent of the SAC is comprised of parents; nine percent school administration; and thirty-eight percent teachers (4 of whom are also parents of students at Lake Weir).

Principal- Stephanie Callaway

Chair- Sheri Smith

Involvement of the SAC in the development of the SIP

The SAC committee is actively involved in analyzing the school data from the previous year and brainstorming solutions for improvement in each area analyzed. The full committee is broken into subcommittees in order to focus specifically on each area targeted in the School Improvement Plan.

Activities of the SAC for the upcoming school year

The Lake Weir SAC meets bi-monthly. At each meeting, members receive an update on progress in a specific goal area. The reporting subcommittee provides suggestions for improvement. This year, focus will be on the lowest 25% in reading/math and all students in the area of writing. We will emphasize Car-PD and the FCA-0 plan for math. Common Core Tier I instruction will be a central theme. The function of SAC is to surface other areas of school-wide concern and evaluate program improvements.

Projected use of school improvement funds, including the amount allocated to each project

No funds have been allocated by the state for school improvement at this time.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Stephanie Callaway

Principal

Years as Administrator: 8

Years at Current School: 1

Credentials

Bachelor in Education

Masters in Educational Leadership

Performance Record

Previous schools Fort McCoy PreK-8 school grade range from A-C in the five years as Assistant Principal; Emerald Shores school grade range from B-D in the three years as Principal

Patrick Kiernan

Asst Principal

Years as Administrator: 12

Years at Current School: 4

Credentials

Bachelors:
Psychology
Masters:
Educational Leadership

Performance Record

Developed an Anti-Bullying initiative at BMS to reduce the number of incidents and educate students and staff the various forms bullying takes so it can be identified early.
Developed an ISS program run by the APD and discipline department to include character education, school beautification, counseling, and academic work at BMS.
Started the Check in / Check out system at BMS as a means of reducing reoccurring behavioral issues.
Helped in the implementation of the Rachel's Challenge Program at BMS which was an Anti-Bullying Program from Columbine High School.
Implemented Check in / Check out at LWM to address both academic and behavioral concerns school wide.
Had the "Strength of the Young" program brought in at BMS to help mentor select 6th grade boys with behavioral concerns.

AYP information
2012-13 D
2011-12 C
2010-11 B
2009-10 A 74% AYP
2008-09 A 79% AYP
2007-08 A 82% AYP
2006-07 B 85% AYP

| Columbus Watts | | |
|---------------------------|---|----------------------------|
| Asst Principal | Years as Administrator: 2 | Years at Current School: 2 |
| Credentials | Bachelors: Social Science Education Masters: Educational Leadership Specialist: Educational Leadership | |
| Performance Record | Developed the Eagle Gram program for teacher to have positive communication with parents regarding students' behavior and performance. Instituted the PRIDE program in the inclusion classrooms to focus on attendance and behavior. Developed a classroom management professional development program entitled CAMP, to share best practices in the realm of classroom management. AYP information 2012-13 | |

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

| Debra Howard | | |
|----------------------------|--|-----------------------------|
| Part-time / District-based | Years as Coach: 11 | Years at Current School: 20 |
| Areas | Reading/Literacy | |
| Credentials | Bachelors: Exceptional Education | |
| Performance Record | While serving as coach reading scores have steadily climbed especially in the bottom 25%. School grade range from A-D for all years and AYP has been met on 2 occasions. | |

Classroom Teachers**# of classroom teachers**

70

receiving effective rating or higher

69, 99%

Highly Qualified Teachers

36%

certified in-field

70, 100%

ESOL endorsed

23, 33%

reading endorsed

17, 24%

with advanced degrees

22, 31%

National Board Certified

1, 1%

first-year teachers

1, 1%

with 1-5 years of experience

16, 23%

with 6-14 years of experience

38, 54%

with 15 or more years of experience

15, 21%

Education Paraprofessionals**# of paraprofessionals**

12

Highly Qualified

10, 83%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Review resumes and certification- Administrators

Provide leadership opportunities- Administrators and Instructional Coaches

Provide professional development opportunities- Administrators and Instructional Coaches

Provide mentoring program for new teachers- Administrators

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Mentoring Plan: 1. Planning meetings with mentors and mentees.2. Professional Development monthly throughout the 2013-2014 school year. 3. Collaborate weekly to discuss upcoming lessons and common assessments.

Focus areas will include the following: How to accommodate students with special needs, classroom assignments and homework that provide appropriate challenges, classroom presence, e.g., moving throughout the classroom, voice effectiveness, appropriate professional demeanor, classroom management, integration of technology into their classroom (Moodle, etc).4. Assists in the integration of other content areas into their classroom.

Michelle Ohman- First year teacher assigned Rebecca Lott because she is an experienced LWMS teacher.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school based leadership team will monitor student achievement data and provide intervention opportunities to students as needed. Progress will be monitored and interventions are adjusted based on student growth data. The school based team identifies areas in need of improvement and sets annual goals that are articulated in the SIP. An action plan is then created to address each goal area. The team then meets periodically to set individual goals for students and to progress monitor student growth. Teachers are included in conversations regarding student growth, and their professional growth needs are identified and prioritized through these conversations and results of team meetings. Data is consistently leveraged to adjust the action plan and to address new areas of need.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The members of the school based leadership team are all actively involved in the MTSS process. The principal actively discusses student data from Tier 1 progress monitoring tools with teachers in order to track effectiveness of Tier 1 instruction. The assistant principals meet bi-monthly with school psychologist, social worker, behavior specialist, guidance counselors, and specific teachers at Problem Solving Meetings (PST) to re-visit data from students struggling at each Tier of instruction. Resources and interventions for struggling students (in both academic and behavior arenas) are assigned and monitored at these PST meetings. Where appropriate direct instruction and computer software are utilized for both remediation and enrichment. Parents are notified of struggling student's progress through weekly tracking sheets and frequent parent conferences.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

School leadership teams monitors effectiveness of instruction at all Tiers using the Marion County Instructional

Evaluation System (MCIES). Instructors receive a minimum of 4 formal walkthroughs, 1 twenty minute informal observation, and 1 forty-five minute formal observation. In addition to MCIES, the administrative team conducts informal walkthroughs to monitor instructional practices, fidelity to CAR-pD strategies, and fidelity within each reading program. Leadership team and instructional staff receive instructional staff development on the MTSS process. Feedback and discussion from the MTSS process are a standing topic at each monthly small group department meeting.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Marion County uses a variety of source data to progress monitor students. All data is warehoused in Performance Matters which allows for easy disaggregation by ethnicity, socioeconomics, ELL, ESE, teacher and course. This data includes State Assessments (FCAT AIMS Web) as well as local assessments (Focus Calendar Assessments, Quarterly Writing Assessments, Demand Writings, Reading Writing Assessments, Document Based Questions, etc.) Performance Matters also allows for teacher comparison by student, standard, and demographics. School and district are able to compare data as well as similar schools across the State.

Discipline data is housed in the Student Management System (SMS) and can be disaggregated using internal software (Custom Reports). Tiered data can be found in Performance Matters where the intervention tier is identified and process monitoring notes are documented. Additional information can be found in course selection for Reading Intervention at the Secondary level in SMS. Teachers also keep data notebooks with individualized student information relative to the progress within the relative tier of instruction.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Marion County will continue to provide professional development to school leadership and support schools with bi-annual progress monitoring meetings with administration. Monthly meetings with school leadership provide opportunities for ongoing professional development as well as small group breakout sessions specific to MTSS.

School level professional development is delivered during preschool, early release, during breakout sessions at collaborative planning meetings, and during faculty meetings. The MTSS meets regularly to examine data and develop on-going progress monitoring systems regarding implementation at the school site. Professional development is based on the needs of individuals at the school site and includes opportunities in technology, intervention strategy, and implementation of Common Core. Parents are notified of struggling student's progress through weekly tracking sheets and frequent parent conferences

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program**Minutes added to school year:** 320

Before/After School tutoring, Instructional support for core academics and enrichment learning activities

21st CCLC Grant

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Marion County uses a variety of achievement data sources to progress monitor students. All data is warehoused in Performance Matters which allows for easy disaggregation by ethnicity, socioeconomics, ELL, ESE, teacher and course. This data includes State Assessments (FCAT AIMS Web) as well as local assessments (Focus Calendar Assessments, Quarterly Writing Assessments, Demand Writings, Reading Writing Assessments, Document Based Questions, etc.) Performance Matters also allows for teacher comparison by student, standard, and demographics. School and district are able to compare data as well as similar schools across the State.

Discipline data is housed in the Student Management System (SMS) and can be disaggregated using internal software (Custom Reports). Tiered data can be found in Performance Matters where the intervention tier is identified and process monitoring notes are documented. Additional information can be found in course selection for Reading Intervention at the Secondary level in SMS. Teachers also keep data notebooks with individualized student information relative to the progress within the relative tier of instruction.

Who is responsible for monitoring implementation of this strategy?

The members of the school based leadership team are all actively involved in the 21st CCLC Grant program.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

| Name | Title |
|--------------------|---------------------------------|
| Patrick Kiernan | Assistant Principal, Curriculum |
| Debra Howard | Reading Coach |
| Stephanie Callaway | Principal |
| Janice Tripp | Guidance Counselor |
| Lisa Hronec | Intervention Title I para |

How the school-based LLT functions

The LLT is led by the Reading Coach and Principal. The team evaluates trends in achievement data, strategically plans for improvement among the 5 areas of reading. The LLT communicates action plans through data team processes.

Major initiatives of the LLT

To increase reading achievement for all students, with an emphasis on learning gains for the bottom quartile, the LLT will facilitate professional development for effective intervention strategies addressing all areas of literacy development, the gradual release model, and student motivation to achieve. Reading across the curriculum, reading for a variety of purposes, and applying ideas from a variety of sources to problem solving, communication, and real world application is a primary goal. The LLT will reinforce three specific strategies in to the classroom: Essential Questions, Distributive Summarizing and Using Graphic Organizers. To equip students with skills to become proficient in reading and math. To maximize community support by incorporating more events/activities to give more opportunities for parents to participate more in school.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Teachers are given instruction on using before, during and after reading school strategies. It is the expectation that they will use these strategies with the reading they assign to students. Teachers will use writing summaries to reinforce and extend comprehension. Grade level teachers will meet at least once per month to discuss curriculum issues and the Reading Focus Calendar Assessment. Each teacher will allow 26 minutes of instructional time daily to be devoted to the Accelerated Reader program. All teachers will be trained to teach and use complex texts and close reads with their students. Literacy development, as the foundation for interaction with curriculum, with each other and within real world experiences, is prioritized to help students communicate within a variety of context, for a variety of purposes, and for the purpose of reflection, discussion, and constructing knowledge as a shared experience.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

LWMS offers a variety of Agriculture, Technology, Culinary, and Health Occupations classes to all students. Each of these classes are designed to expose students to career opportunities in the specific fields commiserate with the class. Each class also has an after school club to help students delve more deeply into the course and real life experiences associated with the course.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Agriculture, Technology, Culinary, and Health Occupations also bring professionals from their specific fields into the classroom to speak to students about careers.

Strategies for improving student readiness for the public postsecondary level

NA

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students | 61% | 46% | No | 65% |
| American Indian | | | | |
| Asian | 58% | | No | 63% |
| Black/African American | 49% | 23% | No | 54% |
| Hispanic | 59% | 44% | No | 63% |
| White | 65% | 51% | No | 69% |
| English language learners | 33% | 13% | No | 40% |
| Students with disabilities | 38% | 24% | No | 44% |
| Economically disadvantaged | 58% | 43% | No | 63% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 77 | 16% | 25% |
| Students scoring at or above Achievement Level 4 | 55 | 22% | 25% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | <i>[data excluded for privacy reasons]</i> | | 25% |
| Students scoring at or above Level 7 | <i>[data excluded for privacy reasons]</i> | | 100% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA) | 614 | 49% | 54% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 689 | 55% | 60% |

Comprehensive English Language Learning Assessment (CELLA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) | <i>[data excluded for privacy reasons]</i> | | 25% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | <i>[data excluded for privacy reasons]</i> | | 25% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | <i>[data excluded for privacy reasons]</i> | | 25% |

Area 2: Writing

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|--|---------------|---------------|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 940 | 34% | 80% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | <i>[data excluded for privacy reasons]</i> | | 25% |

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students | 58% | 42% | Yes | 62% |
| American Indian | | | | |
| Asian | 58% | 0% | Yes | 63% |
| Black/African American | 48% | 22% | Yes | 53% |
| Hispanic | 60% | 43% | Yes | 64% |
| White | 61% | 48% | Yes | 65% |
| English language learners | 42% | 13% | Yes | 48% |
| Students with disabilities | 35% | 18% | Yes | 42% |
| Economically disadvantaged | 56% | 38% | Yes | 60% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 75 | 6% | 25% |
| Students scoring at or above Achievement Level 4 | 123 | 10% | 15% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | <i>[data excluded for privacy reasons]</i> | | 25% |
| Students scoring at or above Level 7 | <i>[data excluded for privacy reasons]</i> | | 25% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains | 701 | 56% | 75% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 714 | 57% | 75% |

Middle School Acceleration

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Middle school participation in high school EOC and industry certifications | 30 | 10% | 40% |
| Middle school performance on high school EOC and industry certifications | <i>[data excluded for privacy reasons]</i> | | 10% |

Algebra I End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Achievement Level 3 | <i>[data excluded for privacy reasons]</i> | | 20% |
| Students scoring at or above Achievement Level 4 | 34 | 85% | 90% |

Area 4: Science**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 21 | 5% | 25% |
| Students scoring at or above Achievement Level 4 | 16 | 4% | 10% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | <i>[data excluded for privacy reasons]</i> | | 10% |
| Students scoring at or above Level 7 | <i>[data excluded for privacy reasons]</i> | | 100% |

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

| | 2013 Actual # | 2013 Actual % | 2014 Target |
|--|---------------|---------------|-------------|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | 0 | | 20 |
| Participation in STEM-related experiences provided for students | 0 | 0% | 20% |

Area 6: Career and Technical Education (CTE)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students enrolling in one or more CTE courses | 115 | 9% | 15% |
| Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses | 0 | 0% | 0% |
| Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses | | 100% | 100% |
| Students taking CTE industry certification exams | 0 | 0% | 0% |
| Passing rate (%) for students who take CTE industry certification exams | | 0% | 0% |
| CTE program concentrators | 0 | 0% | 0% |
| CTE teachers holding appropriate industry certifications | 0 | 0% | 0% |

Area 8: Early Warning Systems

Elementary School Indicators

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time | | | |
| Students retained, pursuant to s. 1008.25, F.S. | | | |
| Students who are not proficient in reading by third grade | | | |
| Students who receive two or more behavior referrals | | | |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | | | |

Middle School Indicators

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time | 287 | 23% | 10% |
| Students who fail a mathematics course | 42 | 3% | 0% |
| Students who fail an English Language Arts course | 15 | 1% | 0% |
| Students who fail two or more courses in any subject | 31 | 2% | 0% |
| Students who receive two or more behavior referrals | 313 | 25% | 20% |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | 342 | 27% | 20% |

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

The percentage of parents who participate in conferences, activities and other school functions will increase by 5%. Additionally, LWMS is a Title 1 school and our PIP is online.

Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--------------------------|---------------|---------------|---------------|
| Parent Movie Night | 10 | 1% | 10% |
| SAC Meetings | 5 | 1% | 10% |
| 21st CLCC Evening Events | 0 | 0% | 10% |

Goals Summary

- G1.** In the area of Reading students scoring at or above Level 3 on FCAT 2.0 will increase by 19%.
- G2.** In the area of Math students scoring at or above Level 3 on FCAT 2.0 will increase by 20%.
- G3.** In the area of Writing students scoring at or above Level 3.5 on FCAT writes will increase by 5%.
- G4.** In the area of Science students scoring at or above Level 3 on FCAT 2.0 will increase by 20%.
- G5.** In the area of Parental Involvement Lake Weir Middle School will increase the number and methods of communication with parents by 5%. Title I Budget and Business Partner

Goals Detail

G1. In the area of Reading students scoring at or above Level 3 on FCAT 2.0 will increase by 19%.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- STEM - All Levels
- EWS - Middle School

Resources Available to Support the Goal

- Reading and Math textbooks are available for free online through the student desktop, Teacher web pages offer a variety of ancillary websites and activities for both review and enrichment, FCAT Explorer is available for use by students both at school and at home, Lake Weir Middle School web page list a variety free web games and resources designed to supplement math and reading instruction, Allocate 26 minutes to beginning of school day for Accelerated Reader reading time, Media Center hosts reading celebrations, Designated teacher to circulate and deliver AIMS web probes to students not in a formal reading class. Reading Coach, Title I Budget, and Business Partner.

Targeted Barriers to Achieving the Goal

- High percentage of absenteeism, lack of student motivation, and parent involvement.
- Poor student behavior resulting in a high percentage of office discipline referrals.
- Students are entering middle school with a deficiency in decoding, vocabulary, and/or fluency. Students lack comprehension, vocabulary skills, and strategies.
- Lack of instructional fidelity and efficiency.

Plan to Monitor Progress Toward the Goal

Formal, Informal, and Walkthrough observations.

Person or Persons Responsible

Administration Team

Target Dates or Schedule:

Weekly

Evidence of Completion:

Fidelity Check-List

G2. In the area of Math students scoring at or above Level 3 on FCAT 2.0 will increase by 20%.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Math textbooks are available for free online through the student desktop, Teachers will begin to use Accelerated Math in all math classes, Teacher web pages offer a variety of ancillary websites and activities for both review and enrichment, FCAT Explorer is available for use by students both at school and at home, Lake Weir Middle School web page list a variety free web games and resources designed to supplement math. Reading Coach, Title I Budget, and Business Partner.

Targeted Barriers to Achieving the Goal

- Students need more mathematics instruction time.
- Limited student experience with complex reading text and common core skills in math.
- High percentage of absenteeism, lack of student motivation, and parent involvement.

Plan to Monitor Progress Toward the Goal

Disaggregate data from each assessment and plan next steps based on results

Person or Persons Responsible

Admin team, teachers, and instructional coach

Target Dates or Schedule:

After completion of each FCA,

Evidence of Completion:

Student scores will indicate success on the goal itself while minutes from data meetings and department meetings will indicate completion of steps towards achieving goal.

G3. In the area of Writing students scoring at or above Level 3.5 on FCAT writes will increase by 5%.

Targets Supported

- Writing
- Social Studies
- U.S. History EOC
- Civics EOC

Resources Available to Support the Goal

- Teachers trained in implementation of Document Based Question (DBQ), Creative writing class will integrate writing to complex text this year, Teachers who participated in "Academic Conversations" are a resource to their peers. Reading Coach, Title I Budget, and Business Partner.

Targeted Barriers to Achieving the Goal

- Not enough FCAT writing training this past year.

Plan to Monitor Progress Toward the Goal

Formal, Informal, and Walkthrough observations.

Person or Persons Responsible

Administration Team

Target Dates or Schedule:

Weekly

Evidence of Completion:

Fidelity Check-List

G4. In the area of Science students scoring at or above Level 3 on FCAT 2.0 will increase by 20%.

Targets Supported

- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- CTE

Resources Available to Support the Goal

- Teacher generated review labs, Teachers volunteer time for tutoring after school, FIRST Robotics Team, Academic Team. competitions. Reading Coach, Title I Budget, and Business Partner.

Targeted Barriers to Achieving the Goal

- Students are non-proficient in reading in technical nature of science text.

Plan to Monitor Progress Toward the Goal

Formal, Informal, and Walkthrough observations.

Person or Persons Responsible

Administration Team

Target Dates or Schedule:

Weekly

Evidence of Completion:

Fidelity Check-List

G5. In the area of Parental Involvement Lake Weir Middle School will increase the number and methods of communication with parents by 5%. Title I Budget and Business Partner

Targets Supported

- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Parent Portal- showcases gradebook and links to teacher websites and e-mail, School Connectstext message delivery system, Connect 5- Automated phone message system, Teacher and School Websites, Student Desktop- allows student access to e-textbooks, grades, and other links to important information.

Targeted Barriers to Achieving the Goal

- Lack of teacher training using new website format
- Parents have no knowledge of "School Connects" and how to use it

Plan to Monitor Progress Toward the Goal

Response to School Survey

Person or Persons Responsible

Admin Team

Target Dates or Schedule:

End of Year

Evidence of Completion:

School survey data

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. In the area of Reading students scoring at or above Level 3 on FCAT 2.0 will increase by 19%.

G1.B1 High percentage of absenteeism, lack of student motivation, and parent involvement.

G1.B1.S1 Parent contact via letters sent through the mail.

Action Step 1

Letters will be sent to parents of students who have five unexcused absence.

Person or Persons Responsible

Parent Liason and Clerk

Target Dates or Schedule

Weekly

Evidence of Completion

The letter

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

The letters

Person or Persons Responsible

Parent Liason

Target Dates or Schedule

Weekly

Evidence of Completion

Student files and fidelity checklists

Plan to Monitor Effectiveness of G1.B1.S1

Attendance reports

Person or Persons Responsible

Guidance Counselor(s)

Target Dates or Schedule

Weekly

Evidence of Completion

Students records

G1.B1.S2 Home visits by the Social Worker.

Action Step 1

Upon the tenth unexcused absence, there will be a social work referral submitted and a home visit will be requested.

Person or Persons Responsible

Parent Liasion

Target Dates or Schedule

Upon the tenth unexcused absence

Evidence of Completion

The social work referral.

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

The social worker will log all visits in the Social Worker binder.

Person or Persons Responsible

Assistant Principal(s)

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

The Social Worker binder

Plan to Monitor Effectiveness of G1.B1.S2

Students' attendance performance

Person or Persons Responsible

Parent Liaison, Guidance Counselor(s), and/or Assistant Principal(s)

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Attendance reports

G1.B1.S3 Implement the P.R.I.D.E. program.

Action Step 1

The P.R.I.D.E program will be implemented in the inclusion classes (6th, 7th, and 8th).

Person or Persons Responsible

Dean(s)

Target Dates or Schedule

Within the first quarter

Evidence of Completion

Team minutes

Facilitator:

Assistant Principal

Participants:

All inclusion teachers and para-professionals.

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Lesson Plans, Behavior Plans, Reward Systems, and Award Systems

Person or Persons Responsible

Dean(s)

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walk-Throughs

Plan to Monitor Effectiveness of G1.B1.S3

Attendance reports from the inclusion teams.

Person or Persons Responsible

Assistant Principal(s)

Target Dates or Schedule

Bi-Quarterly

Evidence of Completion

Attendance reports

G1.B1.S4 Celebrate students who have great attendance.

Action Step 1

Create a level system that celebrates students attendance based on "DAYS PRESENT."

Person or Persons Responsible

Student Services

Target Dates or Schedule

Quarterly

Evidence of Completion

Reward Celebrations

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Informal feedback

Person or Persons Responsible

Student Services

Target Dates or Schedule

Quarterly

Evidence of Completion

Fidelity check-list

Plan to Monitor Effectiveness of G1.B1.S4

Student attendance reports

Person or Persons Responsible

Assistant Principal(s)

Target Dates or Schedule

Quarterly

Evidence of Completion

Student attendance reports

G1.B2 Poor student behavior resulting in a high percentage of office discipline referrals.

G1.B2.S1 Increase use and effectiveness of PBS programs.

Action Step 1

Provide additional training for teachers on the PBS.

Person or Persons Responsible

Student Services

Target Dates or Schedule

Quarterly

Evidence of Completion

TruNorthLogic Rosters

Facilitator:

Assistant Principal and Behavior Specialist

Participants:

Teachers

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

Conduct research based professional development for positive classroom management.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Agenda and Rosters

Plan to Monitor Effectiveness of G1.B2.S1

Pull student behavior data from SMS.

Person or Persons Responsible

Assistant Principal(s)

Target Dates or Schedule

Weekly

Evidence of Completion

Student Behavior Reports

G1.B2.S2 Utilize Behavior Specialists for severe cases.

Action Step 1

Utilize Behavior Specialists for severe cases.

Person or Persons Responsible

Student Services

Target Dates or Schedule

As needed

Evidence of Completion

Informal communication(s) and discipline CUM

Action Step 2

Utilize Behavior Specialists for severe cases.

Person or Persons Responsible

Student Services

Target Dates or Schedule

As needed

Evidence of Completion

Informal communication(s) and discipline CUM

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

Communicate and coordinate with Behavior Specialists.

Person or Persons Responsible

Student Services

Target Dates or Schedule

As needed

Evidence of Completion

Informal communication(s) and discipline CUM

Plan to Monitor Effectiveness of G1.B2.S2

Student behavior data

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

As needed

Evidence of Completion

Informal communication(s) and discipline CUM

G1.B2.S3 Utilize district provided alternatives to OSS.

Action Step 1

Develop new Student Service Matrix and ODR submission process

Person or Persons Responsible

Student Services

Target Dates or Schedule

Pre-School

Evidence of Completion

Matrix and pre-school meeting minutes.

Facilitator:

Assistant Principal

Participants:

Deans

Plan to Monitor Fidelity of Implementation of G1.B2.S3

Monitor the submitted ODR count and quality.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Daily

Evidence of Completion

Discipline Center and SMS behavior reports

Plan to Monitor Effectiveness of G1.B2.S3

Discipline Center and SMS behavior reports

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

SMS Action Report

G1.B3 Students are entering middle school with a deficiency in decoding, vocabulary, and/or fluency. Students lack comprehension, vocabulary skills, and strategies.

G1.B3.S3 Decrease number of students needing 100 minutes of reading.

Action Step 1

Implement reading strategies in their content area with fidelity

Person or Persons Responsible

Reading Teachers and Car-pD teachers

Target Dates or Schedule

Instruction occurs during subject area teaching

Evidence of Completion

Data notebooks & fidelity checklists

Plan to Monitor Fidelity of Implementation of G1.B3.S3

Fidelity checklists and informal feedback

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

During classroom walkthroughs and informal classroom visits

Evidence of Completion

MCIES data on TrueNorth Logic and data notebooks

Plan to Monitor Effectiveness of G1.B3.S3

Examine student data and collaborate

Person or Persons Responsible

Teacher and admin team

Target Dates or Schedule

Department meetings

Evidence of Completion

Improvement in student performance

G1.B3.S4 Support implementation of AIMS Web

Action Step 1

Use and integrations of AIMS Web.

Person or Persons Responsible

Reading teachers

Target Dates or Schedule

In reading classes

Evidence of Completion

Implementation of differentiation strategies in the classroom.

Plan to Monitor Fidelity of Implementation of G1.B3.S4

Successful use of AIMS Web by reading students

Person or Persons Responsible

Admin team

Target Dates or Schedule

Walkthroughs and informal classroom visits

Evidence of Completion

Student data report generated & implemented

Plan to Monitor Effectiveness of G1.B3.S4

Use of formative assessment to gauge student understanding

Person or Persons Responsible

Teachers

Target Dates or Schedule

During class instruction

Evidence of Completion

Students respond appropriately to formative probes

G1.B4 Lack of instructional fidelity and efficiency.

G1.B4.S1 Gradual Release Model

Action Step 1

"I Do - We Do - You Do"

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans and Instruction

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Gradual Release Module

Person or Persons Responsible

Admin. Team

Target Dates or Schedule

Weekly

Evidence of Completion

Walk-Throughs

Plan to Monitor Effectiveness of G1.B4.S1

Gradual Release Module

Person or Persons Responsible

Admin. Team

Target Dates or Schedule

Each Quarter

Evidence of Completion

Student Performance

G1.B4.S1 Institute Bi-Weekly meetings (Chalk-Talk) with instructional teams and subject areas to conduct root cause analyses for a varied of school based issues identified via data.

Action Step 1

Create bi-weekly rotating meeting (teams and subject areas).

Person or Persons Responsible

Principal

Target Dates or Schedule

Pre-school

Evidence of Completion

Meeting schedule, rubrics, and topics

Facilitator:

Principal

Participants:

School-Based Leadership Team

Plan to Monitor Fidelity of Implementation of G1.B4.S1

School-based leadership preview meetings and debriefing meetings.

Person or Persons Responsible

Principal

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Agenda and members attendance

Plan to Monitor Effectiveness of G1.B4.S1

Meeting minutes

Person or Persons Responsible

Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Chalk-Talk Binder

G2. In the area of Math students scoring at or above Level 3 on FCAT 2.0 will increase by 20%.

G2.B1 Students need more mathematics instruction time.

G2.B1.S1 Offer an FCA#0 to review 5th grade math concepts before starting 6th grade curriculum

Action Step 1

Teach review concepts from 5th grade math

Person or Persons Responsible

Teachers

Target Dates or Schedule

In the first 2 weeks of school

Evidence of Completion

Score results of FCA0

Facilitator:

The District

Participants:

6th Grade Math Teachers

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

Classroom walkthroughs and data review

Person or Persons Responsible

Admin team

Target Dates or Schedule

First 2 weeks of school

Evidence of Completion

Data results from FCA zero

Plan to Monitor Effectiveness of G2.B1.S1

Examine student results in collaborative format

Person or Persons Responsible

Admin Team and teachers

Target Dates or Schedule

After completion of FCA 0

Evidence of Completion

Meeting minutes

G2.B2 Limited student experience with complex reading text and common core skills in math.

G2.B2.S1 Gradual Release Module

Action Step 1

I Do - We Do - You Do

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

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

Gradual Release Module

Person or Persons Responsible

Admin. Team

Target Dates or Schedule

Weekly

Evidence of Completion

Student Performance

Plan to Monitor Effectiveness of G2.B2.S1

Gradual Release Module

Person or Persons Responsible

Admin. Team

Target Dates or Schedule

Each 9 weeks

Evidence of Completion

Student growth

G2.B2.S1 Provide additional CAR-PD training and personnel at each school.

Action Step 1

Target social studies and science teachers for enrollment into CAR-PD training

Person or Persons Responsible

Assistant Principal of Curriculum

Target Dates or Schedule

Prior to start of school

Evidence of Completion

Teachers enrolled in Car-PD training

Facilitator:

The District

Participants:

Car-PD Teachers

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

Implementing strategies in class

Person or Persons Responsible

Content area teachers

Target Dates or Schedule

During content area instruction

Evidence of Completion

Fidelity checklists

Plan to Monitor Effectiveness of G2.B2.S1

CAR-PD fidelity checks

Person or Persons Responsible

Admin team

Target Dates or Schedule

Walkthroughs and informal classroom visits

Evidence of Completion

Fidelity checklist

G3. In the area of Writing students scoring at or above Level 3.5 on FCAT writes will increase by 5%.

G3.B1 Not enough FCAT writing training this past year.

G3.B1.S1 Use DBQ as instructional tool to better prepare students for writing.

Action Step 1

Focus on what a quality piece of writing will look like

Person or Persons Responsible

Teachers

Target Dates or Schedule

During course of DBQ instruction in the content area

Evidence of Completion

Documentation in lesson plans

Facilitator:

Social Studies Department

Participants:

All other teachers

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

Use and implementation of DBQ

Person or Persons Responsible

Administration team

Target Dates or Schedule

During formal and informal classroom visits

Evidence of Completion

Student product and teacher feedback

Plan to Monitor Effectiveness of G3.B1.S1

Student writing quality on DBQ

Person or Persons Responsible

Teachers

Target Dates or Schedule

Implementing and grading DBQ

Evidence of Completion

Student grades on DBQ

G4. In the area of Science students scoring at or above Level 3 on FCAT 2.0 will increase by 20%.

G4.B1 Students are non-proficient in reading in technical nature of science text.

G4.B1.S1 Implement opportunities students to read complex science and social studies passages during the AR period. These passages will be discussed in math class.

Action Step 1

Reading complex science and social studies passages

Person or Persons Responsible

All teachers

Target Dates or Schedule

AR Time

Evidence of Completion

Interactive discussions in math class & application during science labs

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Monitor fidelity during AR time

Person or Persons Responsible

Admin team

Target Dates or Schedule

AR Time

Evidence of Completion

Student participation in math class discussions regarding reading.

Plan to Monitor Effectiveness of G4.B1.S1

Quality of student participation in response to questioning and during lab activities

Person or Persons Responsible

Science & Math Teachers

Target Dates or Schedule

During classroom discussion and class activities

Evidence of Completion

Students are able to ask and answer higher order questions

G4.B1.S2 Science text should be included in 50-minute intensive reading classes.

Action Step 1

Will use science passages and science text

Person or Persons Responsible

Reading teachers

Target Dates or Schedule

During 50 minute reading classes

Evidence of Completion

Teacher lesson plans and reflections

Facilitator:

Science Chair

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Use of science passages to teach reading skills

Person or Persons Responsible

Admin Team & Instructional Coach

Target Dates or Schedule

Walkthroughs & classroom visits

Evidence of Completion

Data Notebooks

Plan to Monitor Effectiveness of G4.B1.S2

Technical science passages

Person or Persons Responsible

Teachers

Target Dates or Schedule

Classroom tests & quizzes

Evidence of Completion

Student comprehension of lab topics & technical passages

G4.B1.S3 Provide additional labs and offer more science-oriented opportunities through clubs and field trips. to help with comprehension and retention of FCAT-tested concepts.

Action Step 1

Hands on lab activities and after school experiences

Person or Persons Responsible

Science teachers

Target Dates or Schedule

During science class & after school

Evidence of Completion

Teacher gradebooks and student participation in enrichment opportunities

Facilitator:

Admin Team

Participants:

Science Teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S3

Integration of lab activities and communication of enrichment opportunities

Person or Persons Responsible

Admin team

Target Dates or Schedule

During classroom walkthroughs & informal class visits

Evidence of Completion

TrueNorth Logic data and enrichment rosters

Plan to Monitor Effectiveness of G4.B1.S3

Quality of student participation and performance in science

Person or Persons Responsible

Science teachers

Target Dates or Schedule

During class discussions and during class activities

Evidence of Completion

Student grades and FCA, and FCAT 2.0 data

G5. In the area of Parental Involvement Lake Weir Middle School will increase the number and methods of communication with parents by 5%. Title I Budget and Business Partner

G5.B1 Lack of teacher training using new website format

G5.B1.S1 Advertise summer training opportunities for web site training & offer incentives, and Invite district personnel to campus to train teachers during the first week of school

Action Step 1

Plan for district personnel to come to school site & use voice & e-mail messages to advertise summer opportunities

Person or Persons Responsible

Assistant Principal(s)

Target Dates or Schedule

Pre-School

Evidence of Completion

Completed website

Facilitator:

The District

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Check teacher websites to make sure they are current

Person or Persons Responsible

Admin team

Target Dates or Schedule

Every 4 weeks

Evidence of Completion

Up to date websites published consistently

Plan to Monitor Effectiveness of G5.B1.S1

Parent survey

Person or Persons Responsible

Admin team

Target Dates or Schedule

Spring of school year

Evidence of Completion

Completed surveys shared with SAC

G5.B1.S2 Utilize existing staff to mentor peers who struggle with website technology

Action Step 1

Help sessions and peer assistance

Person or Persons Responsible

Assistant Principal(s)

Target Dates or Schedule

Monthly help sessions for web site questions

Evidence of Completion

Teacher web sites posted and up to date

Facilitator:

Assistant Principal(s)

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Web site troubleshooting is available

Person or Persons Responsible

Admin team

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher web sites are posted and up to date

Plan to Monitor Effectiveness of G5.B1.S2

Survey

Person or Persons Responsible

Teachers

Target Dates or Schedule

End of year

Evidence of Completion

Survey results

G5.B2 Parents have no knowledge of "School Connects" and how to use it

G5.B2.S1 Send Connect 5 Messages reminding parents to encourage them to sign up for School Connects

Action Step 1

Send Connect 5 Phone message reminder

Person or Persons Responsible

Principal

Target Dates or Schedule

Beginning of school & at progress report time

Evidence of Completion

Phone log from Connect 5

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Disaggregate data from Connect 5 phone logs

Person or Persons Responsible

Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Data analysis

Plan to Monitor Effectiveness of G5.B2.S1

Parent Survey

Person or Persons Responsible

Admin Team

Target Dates or Schedule

End of Year Survey

Evidence of Completion

Survey Data

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

Title I Funds will be used to supplement all areas of LWM that include: Instructional Paraprofessionals in inclusion teams, after school tutoring for struggling students, Reading Coach, Standards Coach, Parent Liaison, Technology to engage unmotivated students, professional development on lesson planning, transportation for after school tutoring.

Title I, Part C- Migrant

District funds are used to purchase:

School supplies,

Provide an After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate.

Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families

Families must meet the federal eligibility to participate in the program.

Title I, Part D

Title II

District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title II – Part D: - District receives supplemental funds for improving their basic education programs through the purchase of small equipment to supplement education programs Technology in classrooms that will increase the instructional strategies provided to students and for Instructional software that will enhance literacy and math skills of struggling students and early childhood students. (For Middle and High Schools

Title II – Part D funds are used to purchase Success Maker licenses and provide professional development for Success Maker.)

Title III

Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners

Title X- Homeless

District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals....) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be used to supplement summer school for those students credit deficient in course work.

Violence Prevention Programs

Part A – Safe and Drug Free Schools:

District receives funds for programs that support prevention of violence in and around the school, that prevent the illegal use of alcohol, tobacco, drugs and foster a safe, drug free learning environment that supports student achievement.

Nutrition Programs

The District offers a free breakfast and lunch program.

Housing Programs

Head Start

Career and Technical Education

LWM's 6th and 7th graders participate in CTAE classes in technology, culinary arts and health occupations.

. 8th Graders will also be able to earn a High School credit in either Computing for Colleges and Careers or Agriscience Foundations 1 if they so choose.

Other

The County Health department works with the school to help screen all students and to assist in providing up to date immunization. Also the Health Department oversees the health clinic on campus with a nurse. In cooperation with the Marion County Sheriff's Department a school resource officer is located on campus. The officer coordinates safety programs and assists with situations as needed.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. In the area of Reading students scoring at or above Level 3 on FCAT 2.0 will increase by 19%.

G1.B1 High percentage of absenteeism, lack of student motivation, and parent involvement.

G1.B1.S3 Implement the P.R.I.D.E. program.

PD Opportunity 1

The P.R.I.D.E program will be implemented in the inclusion classes (6th, 7th, and 8th).

Facilitator

Assistant Principal

Participants

All inclusion teachers and para-professionals.

Target Dates or Schedule

Within the first quarter

Evidence of Completion

Team minutes

G1.B2 Poor student behavior resulting in a high percentage of office discipline referrals.

G1.B2.S1 Increase use and effectiveness of PBS programs.

PD Opportunity 1

Provide additional training for teachers on the PBS.

Facilitator

Assistant Principal and Behavior Specialist

Participants

Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

TruNorthLogic Rosters

G1.B2.S3 Utilize district provided alternatives to OSS.

PD Opportunity 1

Develop new Student Service Matrix and ODR submission process

Facilitator

Assistant Principal

Participants

Deans

Target Dates or Schedule

Pre-School

Evidence of Completion

Matrix and pre-school meeting minutes.

G1.B4 Lack of instructional fidelity and efficiency.

G1.B4.S1 Institute Bi-Weekly meetings (Chalk-Talk) with instructional teams and subject areas to conduct root cause analyses for a varied of school based issues identified via data.

PD Opportunity 1

Create bi-weekly rotating meeting (teams and subject areas).

Facilitator

Principal

Participants

School-Based Leadership Team

Target Dates or Schedule

Pre-school

Evidence of Completion

Meeting schedule, rubrics, and topics

G2. In the area of Math students scoring at or above Level 3 on FCAT 2.0 will increase by 20%.

G2.B1 Students need more mathematics instruction time.

G2.B1.S1 Offer an FCA#0 to review 5th grade math concepts before starting 6th grade curriculum

PD Opportunity 1

Teach review concepts from 5th grade math

Facilitator

The District

Participants

6th Grade Math Teachers

Target Dates or Schedule

In the first 2 weeks of school

Evidence of Completion

Score results of FCA0

G2.B2 Limited student experience with complex reading text and common core skills in math.

G2.B2.S1 Provide additional CAR-PD training and personnel at each school.

PD Opportunity 1

Target social studies and science teachers for enrollment into CAR-PD training

Facilitator

The District

Participants

Car-PD Teachers

Target Dates or Schedule

Prior to start of school

Evidence of Completion

Teachers enrolled in Car-PD training

G3. In the area of Writing students scoring at or above Level 3.5 on FCAT writes will increase by 5%.

G3.B1 Not enough FCAT writing training this past year.

G3.B1.S1 Use DBQ as instructional tool to better prepare students for writing.

PD Opportunity 1

Focus on what a quality piece of writing will look like

Facilitator

Social Studies Department

Participants

All other teachers

Target Dates or Schedule

During course of DBQ instruction in the content area

Evidence of Completion

Documentation in lesson plans

G4. In the area of Science students scoring at or above Level 3 on FCAT 2.0 will increase by 20%.

G4.B1 Students are non-proficient in reading in technical nature of science text.

G4.B1.S2 Science text should be included in 50-minute intensive reading classes.

PD Opportunity 1

Will use science passages and science text

Facilitator

Science Chair

Participants

Teachers

Target Dates or Schedule

During 50 minute reading classes

Evidence of Completion

Teacher lesson plans and reflections

G4.B1.S3 Provide additional labs and offer more science-oriented opportunities through clubs and field trips. to help with comprehension and retention of FCAT-tested concepts.

PD Opportunity 1

Hands on lab activities and after school experiences

Facilitator

Admin Team

Participants

Science Teachers

Target Dates or Schedule

During science class & after school

Evidence of Completion

Teacher gradebooks and student participation in enrichment opportunities

G5. In the area of Parental Involvement Lake Weir Middle School will increase the number and methods of communication with parents by 5%. Title I Budget and Business Partner

G5.B1 Lack of teacher training using new website format

G5.B1.S1 Advertise summer training opportunities for web site training & offer incentives, and Invite district personnel to campus to train teachers during the first week of school

PD Opportunity 1

Plan for district personnel to come to school site & use voice & e-mail messages to advertise summer opportunities

Facilitator

The District

Participants

Teachers

Target Dates or Schedule

Pre-School

Evidence of Completion

Completed website

G5.B1.S2 Utilize existing staff to mentor peers who struggle with website technology

PD Opportunity 1

Help sessions and peer assistance

Facilitator

Assistant Principal(s)

Participants

Teachers

Target Dates or Schedule

Monthly help sessions for web site questions

Evidence of Completion

Teacher web sites posted and up to date

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

| Goal | Description | Total |
|------|---|---------|
| G1. | In the area of Reading students scoring at or above Level 3 on FCAT 2.0 will increase by 19%. | \$5,000 |
| | Total | \$5,000 |

Budget Summary by Funding Source and Resource Type

| Funding Source | Evidence-Based Program | Other | Evidence-Based Materials | Total |
|----------------|------------------------|---------|--------------------------|---------|
| Title 1 | \$2,000 | \$0 | \$0 | \$2,000 |
| SAC | \$1,000 | \$1,000 | \$0 | \$2,000 |
| Principal | \$0 | \$0 | \$1,000 | \$1,000 |
| Total | \$3,000 | \$1,000 | \$1,000 | \$5,000 |

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. In the area of Reading students scoring at or above Level 3 on FCAT 2.0 will increase by 19%.

G1.B1 High percentage of absenteeism, lack of student motivation, and parent involvement.

G1.B1.S1 Parent contact via letters sent through the mail.

Action Step 1

Letters will be sent to parents of students who have five unexcused absence.

Resource Type

Evidence-Based Program

Resource

Paraprofessionals and split Reading Teacher/Coach

Funding Source

Title 1

Amount Needed

\$1,000

G1.B1.S3 Implement the P.R.I.D.E. program.

Action Step 1

The P.R.I.D.E program will be implemented in the inclusion classes (6th, 7th, and 8th).

Resource Type

Evidence-Based Program

Resource

Funding Source

Title 1

Amount Needed

\$1,000

G1.B1.S4 Celebrate students who have great attendance.

Action Step 1

Create a level system that celebrates students attendance based on "DAYS PRESENT."

Resource Type

Evidence-Based Program

Resource

Funding Source

SAC

Amount Needed

\$1,000

G1.B2 Poor student behavior resulting in a high percentage of office discipline referrals.

G1.B2.S1 Increase use and effectiveness of PBS programs.

Action Step 1

Provide additional training for teachers on the PBS.

Resource Type

Evidence-Based Materials

Resource

Funding Source

Principal

Amount Needed

\$1,000

G1.B4 Lack of instructional fidelity and efficiency.

G1.B4.S1 Institute Bi-Weekly meetings (Chalk-Talk) with instructional teams and subject areas to conduct root cause analyses for a varied of school based issues identified via data.

Action Step 1

Create bi-weekly rotating meeting (teams and subject areas).

Resource Type

Other

Resource

Funding Source

SAC

Amount Needed

\$1,000