

The School Board of Highlands County

Lake Placid Middle School



2022-23 Schoolwide Improvement Plan

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Lake Placid Middle School

201 S TANGERINE AVE, Lake Placid, FL 33852

<http://www.highlands.k12.fl.us/~lpm/>

Demographics

Principal: Hillary Hathaway

Start Date for this Principal: 8/29/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (49%) 2018-19: C (42%) 2017-18: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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<http://www.highlands.k12.fl.us/~lpm/>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

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SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

With support from community stakeholders, parents, teachers, peers, and individual determination, EVERY student will be ready for high school, in three years.

Provide the school's vision statement.

What starts here, changes the world!

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Ward, Shane	Principal	
Johnson, Jeffery	Assistant Principal	Assistant Principal
Von Merveldt, Robyn	Curriculum Resource Teacher	Reading/Literacy Coach PLC Facilitate Reading and English Language Arts Department Pulling Data for Level 1 and Level 2 students.
Simons, Beth	Curriculum Resource Teacher	Pulling Data for Level 1 and Level 2 students. PLC coordination with Math and Science Departments Assists in determining trends
Ridgeway, Elizabeth	Instructional Technology	Provides Professional Development for Teachers Pulls and sorts student data for the School Leadership Team
	Dean	Pulling, disseminating, analyzing and sharing school wide discipline data

Demographic Information

Principal start date

Monday 8/29/2022, Hillary Hathaway

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

Total number of teacher positions allocated to the school

31

Total number of students enrolled at the school

615

Identify the number of instructional staff who left the school during the 2021-22 school year.

17

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	185	225	205	0	0	0	0	615
Attendance below 90 percent	0	0	0	0	0	0	104	93	128	0	0	0	0	325
One or more suspensions	0	0	0	0	0	0	22	44	34	0	0	0	0	100
Course failure in ELA	0	0	0	0	0	0	86	39	66	0	0	0	0	191
Course failure in Math	0	0	0	0	0	0	29	30	47	0	0	0	0	106
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	71	70	96	0	0	0	0	237
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	74	52	45	0	0	0	0	171
Number of students with a substantial reading deficiency	0	0	0	0	0	0	71	70	96	0	0	0	0	237
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	101	76	101	0	0	0	0	278

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	11	3	11	0	0	0	0	25

Date this data was collected or last updated

Wednesday 9/7/2022

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	
Number of students enrolled	0	0	0	0	0	0	212	193	252	0	0	0	0	657
Attendance below 90 percent	0	0	0	0	0	0	51	80	84	0	0	0	0	215
One or more suspensions	0	0	0	0	0	0	51	70	58	0	0	0	0	179
Course failure in ELA	0	0	0	0	0	0	76	82	71	0	0	0	0	229
Course failure in Math	0	0	0	0	0	0	34	62	47	0	0	0	0	143
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	48	62	64	0	0	0	0	174
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	45	55	69	0	0	0	0	169
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	84	110	108	0	0	0	0	302

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	5	13	8	0	0	0	0	26

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	
Number of students enrolled	0	0	0	0	0	0	212	193	252	0	0	0	0	657
Attendance below 90 percent	0	0	0	0	0	0	51	80	84	0	0	0	0	215
One or more suspensions	0	0	0	0	0	0	51	70	58	0	0	0	0	179
Course failure in ELA	0	0	0	0	0	0	76	82	71	0	0	0	0	229
Course failure in Math	0	0	0	0	0	0	34	62	47	0	0	0	0	143
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	48	62	64	0	0	0	0	174
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	45	55	69	0	0	0	0	169
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	84	110	108	0	0	0	0	302

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	5	13	8	0	0	0	0	26

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	35%	38%	50%				38%	45%	54%
ELA Learning Gains	40%						43%	47%	54%
ELA Lowest 25th Percentile	36%						28%	36%	47%
Math Achievement	48%	31%	36%				47%	52%	58%
Math Learning Gains	62%						52%	52%	57%
Math Lowest 25th Percentile	56%						40%	40%	51%
Science Achievement	38%	49%	53%				33%	42%	51%
Social Studies Achievement	55%	57%	58%				57%	63%	72%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	37%	44%	-7%	54%	-17%
Cohort Comparison						
07	2022					
	2019	32%	40%	-8%	52%	-20%
Cohort Comparison		-37%				
08	2022					
	2019	40%	46%	-6%	56%	-16%
Cohort Comparison		-32%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	37%	44%	-7%	55%	-18%
Cohort Comparison						
07	2022					
	2019	39%	49%	-10%	54%	-15%
Cohort Comparison		-37%				
08	2022					
	2019	47%	44%	3%	46%	1%
Cohort Comparison		-39%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	31%	41%	-10%	48%	-17%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	55%	60%	-5%	71%	-16%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	52%	46%	61%	37%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	19	35	29	24	47	41	26	34			
ELL	16	30	31	24	47	48	9	31			
BLK	14	32	32	27	54	44	14	34			
HSP	35	40	38	46	64	61	35	60	67		
MUL	24	37		35	61						
WHT	45	45	36	62	65	59	57	58	68		
FRL	31	39	34	44	61	54	31	50	60		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	18	30	25	26	45	35	3	39			
ELL	11	33	42	28	48	47	13	57			
BLK	15	23	24	14	29	33	10	33			

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
HSP	34	39	38	44	52	54	22	67	74		
MUL	44	33		36	31						
WHT	41	42	38	54	52	47	40	71	77		
FRL	28	32	29	36	43	41	24	57	68		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	17	28	20	20	29	25	23	39			
ELL	8	33	31	21	31	38		40			
BLK	21	37	26	15	32	32	18	33			
HSP	33	43	32	43	51	40	27	53	31		
MUL	50	38		50	50						
WHT	48	45	24	59	58	46	41	69	52		
FRL	32	41	28	40	49	40	26	51	30		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	438
Total Components for the Federal Index	9
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	30
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	3
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	39
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Students across grade levels, subgroups and core content areas tended to perform at higher levels in Mathematics than in English Language Arts. ESSA data historically has trended far below the threshold for English Language Learners and African American Students.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is an increase in our overall ELA Achievement Level. Reading/ELA proficiency is at 35% an increase in only 1% from 2020-2021 school year.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors were the lack of monitoring and tracking of student evidence of achievement in ELA throughout the school year. Additionally, a higher number of absences and office discipline referrals particularly in Grade 8. New actions that are being taken are proactive culture with chronic absenteeism early interventions. Identification and analyzation of discipline data to identify trends in order to mitigate office referrals. Common assessments being given in ELA, Science and History classes and identifying opportunities to reteach for mastery on critical reading standards.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math had increases across all categories. Math Achievement had 5% increase. Math Learning Gains had 15% increase. Math Lowest Quartile had 11% increase.

What were the contributing factors to this improvement? What new actions did your school take in this area?

There were highly qualified/certified math teachers teaching math for the entire 21/22 school year. There was a half time Math Coach that helped teachers develop ways to assess and build foundational skills being taught in stretch/remediated math classes.

What strategies will need to be implemented in order to accelerate learning?

Common Formative Assessments in ELA and Math, Certified Teachers teaching In-Field, Classroom management techniques modeled for emerging teachers, Structured Professional Learning Communities of practice, Recruitment and Retention of Highly Qualified staff.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Development will focus on enriching Professional Learning Communities, continuity of Common Formative Assessments in Math and ELA, and Reading Instruction Through Strategy Enhancement for Science and History Teachers.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Reading Intervention classes with Reading Certified/Endorsed Teachers that serve Level 1 and Level 2 students. Common planning time is built into the Master Schedule as much as possible to allow collegial discussion and data analysis. Additional compensated planning time provided to ensure continuity of focus on student achievement.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Increase ELA Reading proficiency from 35% to 40%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Over the last 5 years the school's reading proficiency has fallen from 38% to 35%. Through our intervention program, scheduling, and planning, we feel that the Reading Proficiency for grades 6-8 can reach 40%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Through FAST Testing and Common Formative Assessments in the classroom, the Curriculum Leadership team will monitor growth.

Person responsible for monitoring outcome:

Robyn Von Merveldt (vonmervr@highlands.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Common Planning, Common Formative Assessments and PLCs are the strategies that will be used to achieve this goal.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Our District has a heavy emphasis on PLCs, Common Planning, and Instructional Planning Guides. We will continue the efforts of our School District.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

PLCs - will take place with the reading coach and instructional coaches.

Person Responsible

Robyn Von Merveldt (vonmervr@highlands.k12.fl.us)

#2. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Math proficiency of 52% is the goal. LPM has held stagnant in the high 40s for 5 years. We feel that if we have great instruction and high expectations that we can achieve the 52% goal for Math, which will in return raise the LQ and LG Data.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

LPM's goal is to raise the Math Proficiency by 4% to 52%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Through FAST Testing and Common Formative Assessments in the classroom, the Curriculum Leadership team will monitor growth.

Person responsible for monitoring outcome:

Beth Simons (simonse@highlands.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Common Planning, Common Formative Assessments and PLCs are the strategies that will be used to achieve this goal.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Our District has a heavy emphasis on PLCs, Common Planning, and Instructional Planning Guides. We will continue the efforts of our School District.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

PLCs - will take place with the reading coach and instructional coaches.

Person Responsible

Beth Simons (simonse@highlands.k12.fl.us)

#3. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Raise LPM's LQ ELA data from 36% to 40%

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

LPM's LQ Data will increase by 4% from 36% to 40%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Through FAST Testing and Common Formative Assessments in the classroom, the Curriculum Leadership team will monitor growth.

Person responsible for monitoring outcome:

Robyn Von Merveldt (vonmervr@highlands.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Common Planning, Common Formative Assessments and PLCs are the strategies that will be used to achieve this goal.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Our District has a heavy emphasis on PLCs, Common Planning, and Instructional Planning Guides. We will continue the efforts of our School District.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Specifically targeting the LQ students in Intensives Reading classes (Level 1 2022 FSA) with teachers that are certified or endorsed in Reading. We have also identified, targeted and schedule a approximately 100 students who were Level 2 on the 2022 FSA into a reading class.

Person Responsible

Shane Ward (wards1@highlands.k12.fl.us)

#4. Positive Culture and Environment specifically relating to Discipline**Area of Focus Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

LPM will decrease disciplinary referrals from 963 referrals to 700 referrals.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

LPM will decrease disciplinary referrals by 22% from 963 to 750.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Deans will monitor this data weekly and report to Principal at a bi-weekly meeting.

Person responsible for monitoring outcome:

Shane Ward (wards1@highlands.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Professional Development on classroom management strategies, an instructional coach working with new teachers and Long-Term Substitutes.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Classroom issues resulted in roughly 75% of all referrals in 21-22. We have structured our PDs around classroom management in order to curve the data in a positive direction.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Creating a step plan for behavior, based on the number of referrals and the severity of the referral itself. Positive Behavior Intervention and Support (PBIS) events will happen twice per quarter to reinforce better decision making. Implementing a Behavior Infraction Form (BIF) for classroom managed behavior versus Administrative/Dean managed behavior.

Person Responsible

Jeffery Johnson (johnsonj1@highlands.k12.fl.us)

#5. Positive Culture and Environment specifically relating to Attendance

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

LPM had 47% of its student population missed 18+ days (10% or more) of school.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

LPM will decrease students who are missing 10% or more of school from 47% to 39%, which is a decrease of 8%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We have hired an Attendance Clerk who will monitor attendance and report to the principal at a bi-weekly meeting.

Person responsible for monitoring outcome:

Shane Ward (wards1@highlands.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

SARC Committee follow through and informing parents of the Florida State Statutes on attendance.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

LPM's SARC process was hard to implement with new staff in their roles during the 21-22 school year. Hiring a person specifically for attendance will help this process.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The creation of an Attendance clerk to organize, manage and schedule attendance. This position will orchestrate the behind the scenes calling, scheduling of SARC meetings, etc.

Person Responsible

Shane Ward (wards1@highlands.k12.fl.us)

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Person Responsible

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Person Responsible

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Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Instructional Staff go through training on how to provide positive relationships with all students. Student clubs and sports promote positive messages around the school.

Parents are encouraged to participate in their child's education through membership in our Parent Volunteer Organization (PVO). The PVO sponsors several activities designed to unite all stakeholders in activities for the betterment of the school. Our School Advisory Committee (SAC) is another avenue for parent participation in shaping the way business is conducted at LPM. We have an extensive number of well published opportunities for parent volunteers to take an active role in the day to day operations of the school.

New 6th grade parents are first exposed to the school through a series of orientation meetings that offer information and address questions or concerns. We use the district automated phone calling system and social media as an avenue for parent communication. Our school website is updated regularly, as well as teacher web pages.

Parents are also invited on campus for Awards Assemblies, Honor Society Inductions, musical performances, and other special events.

Identify the stakeholders and their role in promoting a positive school culture and environment.

The teachers and staff at Lake Placid Middle will participate in our schoolwide Positive Behavior Interventions and Supports (PBIS) program. Using this program staff will recognize students and staff members for positive behaviors.

The students will promote positive behaviors by following the Dragon Pride Expectations - 1. Be Present, 2. Be Prepared, 3. Be Purposeful, and 4. Be Productive as schoolwide expectations.

Parent Volunteer Organization (PVO) and School Advisory Council (SAC) will provide parents and teachers the opportunities to work together to enhance student educational experiences by creating an inclusive environment for parent and community environment.

The Guidance/Student Services Department will help to promote new skills in parenting to adults. They will also assist in the development of better relationships for parent/child and provide information on community resources.