

students

teaching

school

improvement

strategic

collaborative

family

increased

instruction

environment

goals

mission

vision

public

and

community

involvement

planning

building

relationships

needs

assessment

ambitious

strategies

resources

effective

leadership

supportive

problem

solving

step

zero

college

and

career

public

and

mission

vision

# 2014-15 School Improvement Plan

## Lake Placid Middle School

201 S TANGERINE AVE, Lake Placid, FL 33852

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

### School Demographics

**School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

74%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

54%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

D

D

C

B

### School Board Approval

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

### SIP Authority and Template

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

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>18</b>
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	23
<b>Appendix 1: Implementation Timeline</b>	<b>30</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>32</b>
Professional Development Opportunities	33
Technical Assistance Items	36
<b>Appendix 3: Budget to Support Goals</b>	<b>37</b>

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Our mission, as educators, parents and community partners, is to prepare our students to become self-reliant, independent thinkers ready for a successful high school experience.

##### **Provide the school's vision statement**

Lake Placid Middle School students will be thoroughly prepared for the rigor of the high school curriculum. Our faculty and staff will educate, model, and mentor in order to convey and maintain our high expectations and to ensure success for our students both now and in the future.

#### School Environment

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

Lake Placid Middle School has a fairly diverse student population. An effort is being made to recruit and retain teachers so that our teacher and staff population reflects our student demographics. We make attempts to reach out to the community and to bring in community leaders in different demographic areas to discuss making improvements to student achievement and family communication. Faculty, staff, and administration understand the many benefits of diversity and work toward understanding and appreciating differences in all of our students. The foremost goal at LPMS is student achievement. All of our teachers recognize that achievement is not possible without solid relationships between teachers and students. We work to communicate the clarity of purpose by establishing school-wide initiatives that are geared toward achievement, but are predicated by relationship-building. For example, for the 2014-2015 school year, LPMS has instituted a school-wide binder policy for students and teachers. The purpose of having teachers maintain binders is so that they can demonstrate for students some of the organizational issues they are having with this new process. Students appreciate that teachers are experiencing similar hurdles and this allows them to overcome by problem-solving together. Academically, LPMS will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to study of the Holocaust, African and African American History, Hispanic and Latino History, Women's contributions, and sacrifices of our nation's military personnel.

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

Lake Placid Middle School has a number of procedures in place to help students feel safe and respected while they are at school. In the morning, prior to the first bell, students are in one of two supervised areas: the gym or the cafeteria. While in the cafeteria, students work in a quiet environment, reading or working on homework. Once students are moved to the gym, they sit with their grade level and have the opportunity to socialize. All areas of the school are supervised during all student transition periods. Students are regularly greeted by name by faculty, staff, administration, and one another. Handshakes are frequent and encouraged. Faculty members adhere to the research of Harry Wong and establish procedures in their classroom that encourage respect and attention to learning. We also follow the Essential 55 and have a new "rule" added each week. We have strong guidance, ESE, ELL, and MTSS teams that regularly monitor for academic and social issues. We employ PBS-based strategies to reward academic and behavioral excellence each nine week period and offer our "Dragon Bucks" and individual classroom reward systems to recognize



daily behaviors that exceed expectations. The faculty and staff consistently model appropriate interpersonal relationships and we have in place procedures for dealing with inappropriate behavior that are adhered to by all stakeholders. After school, supervision is present outside in hallways, bus ramp, and parent pick-up area to ensure the safety of students and a smooth transition home. Administrators and other faculty members on within sight at transition times, on the bus ramp and in the parent pick-up area every day for students, parents, and other stakeholders to interact with as needed.

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

Though not officially a Positive Behavioral Support (PBS) school, LPMS does use many similar supports. During the first days of school, we hold grade-level assemblies where the code of conduct is reviewed. Students are required to sign an acknowledgement. We spend a significant amount of reviewing and practicing expectations. There are numerous interventions for behavior including classroom management techniques, frequent parent communication, silent lunch, morning detention, and behavioral notifications that are utilized prior to a referral being issued. More importantly, we have numerous positive support interventions that encourage desired behavior. Each nine-weeks, we host "No Referral" (students have not received a referral in the nine-weeks preceding) and "Renaissance" (students have a 3.0 or higher GPA) celebrations. We also have a female and male student of the month for each grade level. Students are selected based on a combination of grades and behavior. We use "Dragon Bucks" to celebrate daily successes. The Dragon Bucks can be saved and used for a variety of rewards including open cafeteria seating, game ticket discounts, and entrance to extra curricular activities. Many teachers also offer classroom rewards for exceptional behavior. The open-door policy of LPMS's administration encourages parent involvement and open discussions about equitable enforcement of discipline. Discipline data is regularly monitored with frequent discussions that generate solutions for challenging discipline situations that may involve "frequent fliers" or large-scale discipline issues.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The Responsive Services that we provide that assist students who need immediate help due to social-emotional needs are: Individual and small group counseling, crisis counseling (intervening, debriefing, or teaching prevention strategies), consulting/collaborating (with the students and those who also work with the students), and making referrals (for those students with more serious disorders that require more in-depth or long term counseling). MTSS team meets monthly to discuss students with barriers to academic and social success. Check-in, check-out, and Connect Ed (auto-calling program) policies in place to track attendance and notify parents of absences.

### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

At LPMS, our guidance counselors regularly monitor students in order to meet the requirements new legislation that requires early warning. We track any student who falls into any of the following categories: Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension; one or more suspensions, whether in school or out of school; course failure in English Language Arts or mathematics; has scored Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics. In addition, we track weekly students with

failing grades and missing assignments. These students are not permitted to attend any extra-curricular activities. Athletes with failing grades or missing assignments for the week are not permitted to participate in games. Any student with a failing grade at progress report and report card release receives counseling from a guidance counselor and is tracked until the grade rises above failing. Students with multiple or continually failing grades, or continued discipline issues are referred to the MTSS team. The MTSS team performs careful monitoring of these students and creates interventions, when warranted, assist students in reaching goals. Students with frequent absences or tardies are referred to the SARC team. SARC team follows policies set forth by the district with regard to student absences from school.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	10	24	26	60
One or more suspensions	47	74	73	194
Course failure in ELA or Math	10	14	17	41
Level 1 on statewide assessment	51	33	53	137
	0	0	0	
	0	0	0	
	0	0	0	

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	63	59	74	196

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

While all students are regularly tracked for academic, attendance, and discipline issues, 2014 legislation requires that LPMS administrators, deans and guidance counselors create and maintain a list of students with two or more early warning indicators. Once the list has been compiled, students are carefully monitored by regular checking of these factors. Students will be added to the MTSS monitoring list as needed and tracked on a bi-weekly or monthly basis. The interventions will vary depending on the two (or more) indicators. Academic interventions will depend on the need of the student. These interventions will be determined by the MTSS committee, monitored and graphed by the guidance counselor, and evaluated by the team, headed by the school psychologist. Interventions will be adjusted as determined by the MTSS team. Attendance issues will be monitored by the SARC team and the team will follow protocols set forth by county-wide SARC policy. Discipline issues will be managed by the deans and follow the protocols of the student Code of Conduct. All monitoring will involve communication with the family of each student. In addition, LPMS offers intensive level classes, including Read 180 and System 44 for reading students, and pull-out remediation for students who have been identified as scoring at level one (L1) or level two (L2) on a state assessment. The majority of our teachers are reading endorsed or certified. Students who have scored L1 or L2 are placed in core content classes with these highly trained teachers. LPMS has implemented several school-wide academic and organizational strategies this year that are being

assessed using student artifacts to help with academic and organizational growth. LPMS is an AVID school and several AVID strategies are being implemented school-wide including documented use of WICOR and student binders. AVID elective students receive additional tutoring and assistance in academic and organizational areas.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

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

#### **Description**

Lake Placid Middle school employs a variety of structures to build and maintain communication with all stakeholders. We believe in frequent communication with parents. In order to build this strategy, we have several measures in place: a frequently updated webpage, access to the Remind application that is accessible to any parent with texting ability, a FaceBook page, a monthly newsletter that is sent home to parents and uploaded to the webpage, a marquis in front of the school that lists important upcoming events, and Connect Ed, a calling service that auto-calls all parents on our roster, for whom we have current phone numbers, regarding important upcoming or emergency events. This year, we will have a PTO for the first time in four years and we've had numerous parent communicate their interest in volunteering for PTO and other events and committees. Administration has been very supportive of any and all parent willingness to be involved in the school's success . LPMS keeps parents informed of their students progress by complying with district deadlines for progress reports and report cards and follows-up frequently to ensure that all teachers are current with their grading and uploading of two grades minimum per week. Data letters are also issued 3-times per year with current progress monitoring data, student/teacher goals, and an explanation of what the data mean and what expectations are for students. Access information for Pinnacle - LPMS's electronic grade book - is provided on the webpage and in the monthly newsletter. From Pinnacle, parents can see real-time grade information from any computer or smart phone with internet access.

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

All of the services and resources listed above are for the purpose of informing our stakeholders. We are located in a very close-knit community and want all stakeholders to feel welcome and their opinions valued. The more information stakeholders have about our goals and day-to-day activities, the more likely they will be willing participants. Because student achievement is our primary goal, we also distribute student data reports three times yearly. Students set goals and share them with parents. Through the process of district accreditation, LPMS has had the opportunity to survey parents, teachers, and students. Survey data has been analyzed to determine areas of strength and growth for the school. One particular area that was frequently mentioned by parents was a lack of communication between the school and parents. As a school community, we have implemented numerous new methods to increase communication between school and home. As a result, the administration and faculty have received much positive feedback in the community about the effectiveness of these new strategies.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Doty, Chris	Principal
Sanchez, Jenn	Assistant Principal
Von Merveldt, Robyn	Instructional Coach

#### Duties

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

The principal monitors discipline, attendance and academic progress of all students, leads the CLT, makes research- and data-based suggestions and decisions to guide the instructional practices of the building, is active in observing and coaching in classrooms, builds strong relationships with students through frequent formal and informal contact.

The assistant principal helps to monitor discipline, attendance and academic progress of all students, actively participates on the CLT, makes research and data-based suggestions to guide the instructional practices of the building, is active in observing and coaching in classrooms, builds strong relationships with students through frequent formal and informal contact, and meets frequently with the principal to assure that practices in building are aligned to student achievement.

The literacy coach (LCRT) supports the entire instructional staff and participates actively on CLT. The LCRT makes research- and data-based suggestions to guide the instructional practices of the building, is active in observing and coaching in classrooms, builds strong relationships with students through frequent formal and informal contact, and meets frequently with the principal and assistant principal to assure that practices in building are aligned to student achievement.

The other instructional coaches (math, science, and discipline/resource) have assigned periods during which they assist content-area teachers in improving instruction, preparation, and content delivery to students. All instructional coaches are also on the CLT and actively participate in making research- and data-based decisions for their departments and the rest of the faculty.

The Curriculum Leadership Team (CLT) members meet monthly to review, discuss, and problem-solve curriculum issues. The CLT works collaboratively with administration and the instructional coaches to review current data and determine the direction of upcoming curricula. They represent their department and bring general concerns and questions from their peers to the team meetings. The CLT has established meeting norms that emphasize the need to be both vulnerable and collaborative in order to be the guiding force needed to meet school goals.

##### ***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The principal, assistant principal, and literacy coach several times weekly to review progress. They identify areas of concern and analyze possible solutions for effectiveness and efficiency. The other instructional coaches are pulled in as needed to assist with instructional needs. The Curriculum Leadership Team (CLT) members meet officially once per month, but also on an as-needed basis in

order to provide assistance to faculty members in a timely manner. The district leadership team (iTRT, science, math, reading content area specialists) visits the school on a quarterly and as-needed basis to discuss current data, trends, and student needs based on that information. All parties are immediately accessible by e-mail or phone. Administrators and LCRT have an open-door policy and all parties are encouraged to bring concerns as they arise. LPMS is committed to using student data to guide curriculum and instruction at the school and use the information to increase student achievement. All funds are coordinated through the School Board of Highlands County.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Kasandra Lorenzo	Student
Michelle Jackson	Parent
Toni Molina	Parent
Mandy Gallegos	Parent
Monique Oxer	Parent
Elizabeth Montalvo	Parent
Rashauna Portee	Teacher
Lisa Crow	Parent
Kim Sapp	Parent
Cathy Perry	Teacher
Teresa Williams	Business/Community
Patty Lorenzo	Teacher
Angie Pollard	Education Support Employee
Jennifer Sanchez	Education Support Employee

#### Duties

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

##### *Evaluation of last year's school improvement plan*

Evaluation of last year's school improvement plan will be completed at this year's first SAC meeting, which will take place on September 11, 2014. Members will be provided with copies of last year's plan and will discuss the success of last year's plan and then compare to the goals of this year's plan.

##### *Development of this school improvement plan*

Development of LPMS's 2014-2015 was a process that began in early summer with input from teachers, the administrative team, and the CLT. Using data, goals were set in all tested areas and then an overall plan was developed based on those data and goals.

##### *Preparation of the school's annual budget and plan*

Preparation of the school's annual budget and plan is completed by the principal and the school's bookkeeper. Information will then be shared with the committee during the first and then monthly SAC meetings.



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

School Improvement Funds are not available at this time.

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

Yes

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

**Literacy Leadership Team (LLT)****Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Doty, Chris	Principal
Sanchez, Jenn	Assistant Principal
Von Merveldt, Robyn	Instructional Coach

**Duties****Describe how the LLT promotes literacy within the school**

The major initiative of the LLT will be the transition into full implementation of the Florida State Standards and to prepare for our new assessment using recently released test specifications. This year a new reading, language arts, and math series have been adopted and are being used by the respective content areas. All professional development activities will be centered around the standards for both instructional and assessment purposes and toward the transition into the newly adopted texts that are Florida Standards-based. This year, professional development will focus on content-area literacy (using school-wide initiatives UNRAVEL, QAR, and text annotation), the implementation and practice of WICOR, improving organizational skills through the use of a school-wide binder policy for students and faculty, emphasis on study skills, and practice of the Essential 55 program.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

LPMS is a professional learning community. Each Tuesday and Thursday, teams of teachers meeting to discuss progress of teaching and learning. Progress is determined using student data, assessing of instructional methods, the review of student work for the purpose of determining inter-rater reliability. A plan for peer visits has been put in place so that teachers may observe other classrooms and have colleagues observe their classroom. Teams typically meet in grade-specific content areas, but, once monthly, meet with the entire grade level team. Administration and instructional coaches also attend these meetings. In addition, administrators are in classrooms a minimum of 5 hours weekly and teach model lessons on an as-needed basis. Instructional coaches are frequent classroom visitors and also model lessons as needed or at a teacher's request. LPMS is a coaching school where teachers can expect support prior and coaching well to evaluation.

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

In June, 2014, the principal attended the Florida Teach-In in Tampa, FL, as part of a district team in search of highly qualified, potential teachers for schools in Highlands County. All jobs are posted to the district's website with required qualifications. The principal seeks to hire only qualified personnel to fill all vacancies at the school. Current teachers receive continuous feedback from administration and the Literacy Curriculum Resource Teacher (LCRT) on instructional practices. In-service is provided to teachers at no cost through school and district resources.

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

All teachers new to Lake Placid Middle School are paired with a "Buddy Teacher" in their department or grade level. The Buddy Teacher supports the new teacher in their first year at the school in providing school-related information and support for student success. In addition, all first year teachers who qualify for a Mentor-Peer Teacher as part of the PEC Program (Professional Educator Competency Program) receive additional coaching with support and feedback from a Clinical Educator Trained colleague with a minimum of three years teaching experience. The principal, along with the assistant principal and reading coach, monitor collaboration activities and provide additional support to the new teacher as well as the Buddy Teacher or Mentor. Teachers also receive a Peer Evaluator as a source of feedback during their first year of teaching in the district. Peer Evaluators are coordinated by the Human Resource Coordinator, Vivianne Waldron.

2014-2015 Teacher - Buddy Teacher/PEC Mentor Teacher:

Jordan Dancer (Math) - James Ashley (Math)

Scott Pipkens-Smith (Math) - James Ashley (Math)

April Clark (Math) - Casey Tumbleston (Math)

Harelis Santis (Math) - Lindsey Young (Social Studies)

Kim Pierce (Math) - Casey Tumbleston (Math)

Eddie Hong (Chorus) - Cathy Perry (Language Arts)

Patty Lorenzo (Reading) - Sole Ward (Language Arts)

Michelle Merlo (Reading) - Cathy Perry (Language Arts)

Kay Falla (Language Arts) - Donna Hogan (Language Arts)

Doreen Foxx (Language Arts) - Donna Hogan (Language Arts)

Hannah Shoop (Social Studies) - Lindsey Young (Social Studies)

Lindsey McCabe (P.E.) - Shane Ward (P.E.)

Stephanie Ramos (Science) - Melinda Durrance (Science)

Alysha Keyser (Language Arts) - Robyn VonMerveldt (LCRT)

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

All members of administration and faculty are involved in weekly analysis of which standards are being taught, how instruction is being delivered, and what student progress is being made based on student scores, assignments, and project assessment. This is accomplished through common morning planning which occurs twice weekly for this purpose.

#### **Instructional Strategies**

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

LPMS provides three levels of support to the student body - intensive, regular, and advanced. For students who score below the proficient level, remediation is provided. Remediation may include intensive classes in reading and math. These classes are typically a block period as opposed to a single period. Students that score at the dysfluent level in reading are also placed in an additional single period "remediation" class where teachers work on specific data-based needs of students. Both reading and math students who score below proficiency levels are provided with opportunities for "pull-out" instruction during elective classes. Students who score at or above proficiency on state assessments have the opportunity to enroll in advanced-level classes. Advanced-level classes typically move at a faster pace and cover standards to a significant depth. Opportunities for increased enhancement are also provided at this level

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 25,650

The After School Program Coordinator uses assessment data to target student enrollment in the program, allowing for other students to participate if interested. Teachers in the program coordinate their plans based on Florida State Standards in reading and math. Integrated units include social studies and science as well.

After-school teachers collaborate with their colleagues who serve the students in the program to identify specific academic needs. The Coordinator and program teachers review students progress regularly through Progress Reports, Report Cards, and informal teacher references via email. This information is used to inform instruction during the After-School Program. Enrichment activities are also incorporated into the program. Transportation and a snack are provided daily.

### ***Strategy Rationale***

### ***Strategy Purpose(s)***

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

### ***Person(s) responsible for monitoring implementation of the strategy***

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

The Program Coordinator uses EZReports for data (FAIR, Performance Matters) to monitor students' academic progress on assessments based on the standards. She also monitors student grades on a weekly basis using a student report from Pinnacle Gradebook as well as interim academic checks on Progress Reports and Report Cards.

## **Student Transition and Readiness**

### **PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***



Incoming sixth graders have two opportunities to become oriented to LPMS. First, prospective students come with their current 5th grade class for a visit during school hours. Students attend an assembly on academic, behavioral, and attendance expectations given by administration and guidance. During this time, chorus, band, and orchestra students give brief performances. Fifth grade students then do a campus tour with members of NJHS or student government, visiting classrooms and points of interest.

The second opportunity for students to visit LPMS happens in the evening and parent attendance is encouraged. Again, academic, behavioral, and attendance expectations provided in a presentation by administration and guidance during a brief assembly. This is followed by parents and rising sixth graders visiting sixth grade teachers while adhering to a mock schedule. Teachers provide information about individual class expectations and supply lists. Rising ninth graders have the opportunity to participate in similar activities offered by LPMS. In addition, guidance counselors from the high school make several visits to talk about academic opportunities and choices and programs that vary from the norm, such as the IB programme and the Career Academy. Counselors also come to help students design their schedules and answer questions that students may have about high school in general or LPMS specifically.

### **College and Career Readiness**

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

Students in 7th & 8th grade participate in electives which they select based on their interests. These courses include: Band, Orchestra, Chorus, Art, AgScience, or Computer Applications. In addition, 8th grade students are required to take a Career Planning class that focuses on seeking and sustaining employment. Career Planning also includes the development of a four-year High School Plan. Guidance Counselors work with both students and elective teachers in assisting students in developing their four-year plans. Selected students also have the opportunity to participate in LPMS's AVID program. AVID focuses on self-monitoring of self-determined goals. During the 2014-2015 school year, LPMS is using SpringBoard, the county-adopted language arts text, which is a rigorous language arts programs that prepares students for the expectations of college and career.

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

CTE programs offered at LPMS include: agriculture and technology at every grade level. Core content area teachers regularly infuse real-world connections into academic endeavors. Opportunities for cross-curricular projects are provided at each grade level. In addition, community resources and partnerships such as Junior Achievement, Nursery Growers' Association, and Florida Farm Bureau are all utilized to provide rich, real-world experiences for students.

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

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** In grades 6-8, 70% of students will score at proficiency on the 2014-2015 Florida state reading assessment. Subgroups will meet state-determined targets for language arts.
- G2.** Students scoring at or above the proficiency rate on the state math assessment will increase from 49% to 63%. Subgroups will meet state-determined targets for math.
- G3.** Students scoring at or above the state-determined proficiency level in Science will increase from 37% to 50%.
- G4.** Seventy percent of students in 8th grade will reach state-determined proficiency targets on the 2015 state writing assessment.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** In grades 6-8, 70% of students will score at proficiency on the 2014-2015 Florida state reading assessment. Subgroups will meet state-determined targets for language arts. 1a

G037265

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	65.0
AMO Reading - African American	49.0
AMO Reading - ED	61.0
AMO Reading - ELL	43.0
AMO Reading - Hispanic	63.0
AMO Reading - White	72.0
CELLA Listening/Speaking Proficiency	25.0
CELLA Reading Proficiency	25.0
FAA Reading Proficiency	75.0
FSA - English Language Arts - Proficiency Rate	65.0
ELA/Reading Gains	57.0
ELA/Reading Lowest 25% Gains	62.0

**Resources Available to Support the Goal** 2

- Teachers will attend common morning planning twice weekly. During planning, teachers will discuss student data and artifacts to measure achievement and plan accordingly to reduce gaps and increase overall achievement.

**Targeted Barriers to Achieving the Goal** 3

- Time and opportunity for teachers and support staff to unpack and deeply understand new standards.

**Plan to Monitor Progress Toward G1.** 8

Formative and summative student data; classroom and teacher observations

**Person Responsible**

Chris Doty

**Schedule**

Monthly, from 8/26/2014 to 6/3/2015

**Evidence of Completion**

Progress Monitoring Data

**G2.** Students scoring at or above the proficiency rate on the state math assessment will increase from 49% to 63%. Subgroups will meet state-determined targets for math. 1a

G037266

### Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	63.0
AMO Math - African American	47.0
AMO Math - ED	58.0
AMO Math - ELL	54.0
AMO Math - Hispanic	60.0
AMO Math - SWD	45.0
AMO Math - White	69.0
FAA Mathematics Proficiency	16.0
FSA - Mathematics - Proficiency Rate	63.0
Algebra I EOC Pass Rate	90.0
Geometry EOC Pass Rate	100.0
Math Gains	55.0
Math Lowest 25% Gains	59.0

### Resources Available to Support the Goal 2

- Department-wide use of Cornell Notes and interactive notebooks to assist with knowledge-building and content retention.
- Student achievement data chats and student artifact evaluation during CMP to guide and adjust student instruction to close gaps

### Targeted Barriers to Achieving the Goal 3

- Limited collaborative time to plan and review data

### Plan to Monitor Progress Toward G2. 8

#### Student Achievement

##### Person Responsible

Jenn Sanchez

##### Schedule

Monthly, from 8/26/2014 to 6/3/2015

##### Evidence of Completion

Progress Monitoring Data

**G3.** Students scoring at or above the state-determined proficiency level in Science will increase from 37% to 50%. 1a

G037267

**Targets Supported** 1b

Indicator	Annual Target
FAA Science Proficiency	76.0
FCAT 2.0 Science Proficiency	37.0

**Resources Available to Support the Goal** 2

- District-level curriculum map developed by science teachers and the district content-area science specialist. Common unit assessments created by all science teachers in the district

**Targeted Barriers to Achieving the Goal** 3

- Time and opportunity to monitor and adjust curriculum and instruction for optimal student achievement

**Plan to Monitor Progress Toward G3.** 8

Student Achievement

**Person Responsible**

Robyn Von Merveldt

**Schedule**

Monthly, from 8/26/2014 to 6/3/2015

**Evidence of Completion**

Progress Monitoring Data

**G4.** Seventy percent of students in 8th grade will reach state-determined proficiency targets on the 2015 state writing assessment. 1a

 G042766

**Targets Supported** 1b

Indicator	Annual Target
CELLA Writing Proficiency	28.0
FAA Writing Proficiency	80.0

**Resources Available to Support the Goal** 2

- Teachers will attend common morning planning twice weekly. During planning, teachers will discuss student data and writing artifacts to measure achievement and plan accordingly to reduce gaps and increase overall achievement.
- SpringBoard textbook with rigorous opportunities to model and practice effective, evidence-based writing
- SpringBoard textbook with rigorous opportunities to model and practice effective, evidence-based writing

**Targeted Barriers to Achieving the Goal** 3

- Time and opportunity for teachers and support staff to unpack and deeply understand new standards.

**Plan to Monitor Progress Toward G4.** 8

Formative and summative student data; classroom and teacher observations

**Person Responsible**

Jenn Sanchez

**Schedule**

Monthly, from 8/26/2014 to 6/3/2015

**Evidence of Completion**

Progress monitoring data

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** In grades 6-8, 70% of students will score at proficiency on the 2014-2015 Florida state reading assessment. Subgroups will meet state-determined targets for language arts. **1**

 G037265

**G1.B1** Time and opportunity for teachers and support staff to unpack and deeply understand new standards. **2**

 B089474

**G1.B1.S1** Implement common morning planning 2-times weekly, 30-minutes per session to evaluate goals, monitor student progress, and adjust accordingly to meet student needs and goals. **4**

 S100168

### Strategy Rationale

Create a focused calendar with specific steps to achieve goals.

### Action Step 1 **5**

Teachers will attend common morning planning twice weekly. During planning, teachers will discuss student data and artifacts to measure achievement and plan accordingly to reduce gaps and increase overall achievement.

### Person Responsible

Chris Doty

### Schedule

Biweekly, from 8/26/2014 to 6/2/2015

### Evidence of Completion

Action Plan

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

Attendance and participation at Common Morning Planning. Student growth in reading as year progresses as determined by progress monitoring checks.

**Person Responsible**

Chris Doty

**Schedule**

Monthly, from 8/26/2014 to 6/3/2015

***Evidence of Completion***

Minutes from Meetings

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

Attendance at CMP meetings - follow-up with CLT members to discuss effectiveness and planning as it develops.

**Person Responsible**

Chris Doty

**Schedule**


Biweekly, from 8/26/2014 to 8/26/2014

***Evidence of Completion***

Formal and informal evaluations by administrations and observations and reports from resource teachers. Student artifacts that have been assessed and peer evaluated.



**G1.B1.S2 Professional Development Plan** 4

 S115067

**Strategy Rationale**

Work with teachers at the level of their specific needs

**Action Step 1** 5

Professional development plan

**Person Responsible**

Chris Doty

**Schedule**

Monthly, from 8/26/2014 to 6/3/2015

***Evidence of Completion***

Physical professional development plan that outlines upcoming professional development for the year

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Copy of professional development plan

**Person Responsible**

Chris Doty

**Schedule**

Monthly, from 8/26/2014 to 6/4/2015

***Evidence of Completion***

Development plan will be reviewed and adjusted monthly at CLT meetings to meet the specific needs of specific teachers

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Classroom observations will take place to monitor implementation, student participation in, and development of ideas introduced in professional development.

**Person Responsible**

Jenn Sanchez

**Schedule**

Weekly, from 8/26/2014 to 6/4/2015

**Evidence of Completion**

Classroom observation notes and shared discussion between administration, resource teachers, and CLT

**G2.** Students scoring at or above the proficiency rate on the state math assessment will increase from 49% to 63%. Subgroups will meet state-determined targets for math. 1

 G037266

**G2.B1** Limited collaborative time to plan and review data 2

 B089475

**G2.B1.S1** Implement Professional Learning Communities using Morning Common Planning time. 4

 S100169

**Strategy Rationale**

Specifically setting aside two thirty-minute meeting times weekly will give teachers a purposeful opportunity to meet to goal-set and plan without distraction.

**Action Step 1** 5

Teachers will attend common morning planning twice weekly. During planning, teachers will discuss student data and artifacts to measure achievement and plan accordingly to reduce gaps and increase overall achievement.

**Person Responsible**

Jenn Sanchez

**Schedule**

Biweekly, from 8/26/2014 to 9/4/2014

**Evidence of Completion**

Action Plan

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

Attendance at Common Planning Time PD

**Person Responsible**

Jenn Sanchez

**Schedule**

Weekly, from 8/26/2014 to 6/2/2015

**Evidence of Completion**

Agendas or minutes and attendance from meetings submitted weekly

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

Attendance at CMP meetings - follow-up with CLT members to discuss effectiveness and planning as it develops.

**Person Responsible**

Jenn Sanchez


**Schedule**

Monthly, from 8/26/2014 to 8/26/2014


**Evidence of Completion**

Formal and informal evaluations by administrations and observations and reports from resource teachers.

**G3.** Students scoring at or above the state-determined proficiency level in Science will increase from 37% to 50%. 1

 G037267

**G3.B1** Time and opportunity to monitor and adjust curriculum and instruction for optimal student achievement 2

 B089476

**G3.B1.S1** Implement common morning planning 2-times weekly, 30-minutes per session to evaluate goals, monitor student progress, and adjust accordingly to meet student needs and goals. 4

 S100170

### Strategy Rationale

Specifically setting aside two thirty-minute meeting times weekly will give teachers a purposeful opportunity to meet to goal-set and plan without distraction.

### Action Step 1 5

Teachers will attend common morning planning twice weekly. During planning, teachers will discuss student data and artifacts to measure achievement and plan accordingly to reduce gaps and increase overall achievement.

#### Person Responsible

Chris Doty

#### Schedule

Biweekly, from 8/26/2014 to 9/4/2014

#### Evidence of Completion

Action Plan

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

Attendance at Common Planning Time PD

#### Person Responsible

Robyn Von Merveldt

#### Schedule

Biweekly, from 8/26/2014 to 6/2/2015

#### Evidence of Completion

Agendas or minutes and attendance from meetings submitted weekly

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

Attendance at CMP meetings - follow-up with CLT members to discuss effectiveness and planning as it develops.

**Person Responsible**

Robyn Von Merveldt

**Schedule**

Monthly, from 8/26/2014 to 8/26/2014

**Evidence of Completion**

Formal and informal evaluations by administrations and observations and reports from resource teachers.

**G4.** Seventy percent of students in 8th grade will reach state-determined proficiency targets on the 2015 state writing assessment. 1

 G042766

**G4.B1** Time and opportunity for teachers and support staff to unpack and deeply understand new standards. 2

 B104502

**G4.B1.S1** Implement common morning planning 2-times weekly, 30-minutes per session to evaluate goals, monitor student progress, and adjust accordingly to meet student needs and goals. 4

 S115686

**Strategy Rationale**

Time spent examining the rubric and measuring student work according to the rubric will provide opportunities to interact with the instrument in a real way.

**Action Step 1** 5

Teachers will evaluate student work using the state-generated rubric to assess level and determine inter-rater reliability to ensure assessment continuity across each grade level.

**Person Responsible**

Jenn Sanchez

**Schedule**

Weekly, from 8/26/2014 to 6/2/2015

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

Attendance and participation at Common Morning Planning. Student growth in writing as year progresses as determined by progress monitoring checks.

**Person Responsible**

**Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

Attendance at CMP meetings - follow-up with CLT members to discuss effectiveness and planning as it develops.

**Person Responsible**

Jenn Sanchez

**Schedule**

Biweekly, from 8/26/2014 to 8/26/2014

**Evidence of Completion**

Formal and informal evaluations by administrations and observations and reports from resource teachers. Student artifacts that have been assessed and peer evaluated.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will attend common morning planning twice weekly. During planning, teachers will discuss student data and artifacts to measure achievement and plan accordingly to reduce gaps and increase overall achievement.	Doty, Chris	8/26/2014	Action Plan	6/2/2015 biweekly
G2.B1.S1.A1	Teachers will attend common morning planning twice weekly. During planning, teachers will discuss student data and artifacts to measure achievement and plan accordingly to reduce gaps and increase overall achievement.	Sanchez, Jenn	8/26/2014	Action Plan	9/4/2014 biweekly
G3.B1.S1.A1	Teachers will attend common morning planning twice weekly. During planning, teachers will discuss student data and artifacts to measure achievement and	Doty, Chris	8/26/2014	Action Plan	9/4/2014 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	plan accordingly to reduce gaps and increase overall achievement.				
G1.B1.S2.A1	Professional development plan	Doty, Chris	8/26/2014	Physical professional development plan that outlines upcoming professional development for the year	6/3/2015 monthly
G4.B1.S1.A1	Teachers will evaluate student work using the state-generated rubric to assess level and determine inter-rater reliability to ensure assessment continuity across each grade level.	Sanchez, Jenn	8/26/2014		6/2/2015 weekly
G1.MA1	Formative and summative student data; classroom and teacher observations	Doty, Chris	8/26/2014	Progress Monitoring Data	6/3/2015 monthly
G1.B1.S1.MA1	Attendance at CMP meetings - follow-up with CLT members to discuss effectiveness and planning as it develops.	Doty, Chris	8/26/2014	Formal and informal evaluations by administrations and observations and reports from resource teachers. Student artifacts that have been assessed and peer evaluated.	8/26/2014 biweekly
G1.B1.S1.MA1	Attendance and participation at Common Morning Planning. Student growth in reading as year progresses as determined by progress monitoring checks.	Doty, Chris	8/26/2014	Minutes from Meetings	6/3/2015 monthly
G1.B1.S2.MA1	Classroom observations will take place to monitor implementation, student participation in, and development of ideas introduced in professional development.	Sanchez, Jenn	8/26/2014	Classroom observation notes and shared discussion between administration, resource teachers, and CLT	6/4/2015 weekly
G1.B1.S2.MA1	Copy of professional development plan	Doty, Chris	8/26/2014	Development plan will be reviewed and adjusted monthly at CLT meetings to meet the specific needs of specific teachers	6/4/2015 monthly
G2.MA1	Student Achievement	Sanchez, Jenn	8/26/2014	Progress Monitoring Data	6/3/2015 monthly
G2.B1.S1.MA1	Attendance at CMP meetings - follow-up with CLT members to discuss effectiveness and planning as it develops.	Sanchez, Jenn	8/26/2014	Formal and informal evaluations by administrations and observations and reports from resource teachers.	8/26/2014 monthly
G2.B1.S1.MA1	Attendance at Common Planning Time PD	Sanchez, Jenn	8/26/2014	Agendas or minutes and attendance from meetings submitted weekly	6/2/2015 weekly
G3.MA1	Student Achievement	Von Merveldt, Robyn	8/26/2014	Progress Monitoring Data	6/3/2015 monthly
G3.B1.S1.MA1	Attendance at CMP meetings - follow-up with CLT members to discuss effectiveness and planning as it develops.	Von Merveldt, Robyn	8/26/2014	Formal and informal evaluations by administrations and observations and reports from resource teachers.	8/26/2014 monthly
G3.B1.S1.MA1	Attendance at Common Planning Time PD	Von Merveldt, Robyn	8/26/2014	Agendas or minutes and attendance from meetings submitted weekly	6/2/2015 biweekly
G4.MA1	Formative and summative student data; classroom and teacher observations	Sanchez, Jenn	8/26/2014	Progress monitoring data	6/3/2015 monthly
G4.B1.S1.MA1	Attendance at CMP meetings - follow-up with CLT members to discuss effectiveness and planning as it develops.	Sanchez, Jenn	8/26/2014	Formal and informal evaluations by administrations and observations and reports from resource teachers. Student artifacts that have been assessed and peer evaluated.	8/26/2014 biweekly
G4.B1.S1.MA1	Attendance and participation at Common Morning Planning. Student growth in writing as year progresses as determined by progress monitoring checks.			one-time	

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*



## Professional Development Opportunities

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

**G1.** In grades 6-8, 70% of students will score at proficiency on the 2014-2015 Florida state reading assessment. Subgroups will meet state-determined targets for language arts.

**G1.B1** Time and opportunity for teachers and support staff to unpack and deeply understand new standards.

**G1.B1.S1** Implement common morning planning 2-times weekly, 30-minutes per session to evaluate goals, monitor student progress, and adjust accordingly to meet student needs and goals.

### PD Opportunity 1

Teachers will attend common morning planning twice weekly. During planning, teachers will discuss student data and artifacts to measure achievement and plan accordingly to reduce gaps and increase overall achievement.

#### Facilitator

Administration, CLT members, LCRT

#### Participants

All language arts teachers.

#### Schedule

Biweekly, from 8/26/2014 to 6/2/2015

**G2.** Students scoring at or above the proficiency rate on the state math assessment will increase from 49% to 63%. Subgroups will meet state-determined targets for math.

**G2.B1** Limited collaborative time to plan and review data

**G2.B1.S1** Implement Professional Learning Communities using Morning Common Planning time.

**PD Opportunity 1**

Teachers will attend common morning planning twice weekly. During planning, teachers will discuss student data and artifacts to measure achievement and plan accordingly to reduce gaps and increase overall achievement.

**Facilitator**

Administration, CLT members, LCRT

**Participants**

All mathematics teachers.

**Schedule**

Biweekly, from 8/26/2014 to 9/4/2014

**G3.** Students scoring at or above the state-determined proficiency level in Science will increase from 37% to 50%.

**G3.B1** Time and opportunity to monitor and adjust curriculum and instruction for optimal student achievement

**G3.B1.S1** Implement common morning planning 2-times weekly, 30-minutes per session to evaluate goals, monitor student progress, and adjust accordingly to meet student needs and goals.

**PD Opportunity 1**

Teachers will attend common morning planning twice weekly. During planning, teachers will discuss student data and artifacts to measure achievement and plan accordingly to reduce gaps and increase overall achievement.

**Facilitator**

Administration, CLT members, LCRT

**Participants**

All science teachers.

**Schedule**

Biweekly, from 8/26/2014 to 9/4/2014

**G4.** Seventy percent of students in 8th grade will reach state-determined proficiency targets on the 2015 state writing assessment.

**G4.B1** Time and opportunity for teachers and support staff to unpack and deeply understand new standards.

**G4.B1.S1** Implement common morning planning 2-times weekly, 30-minutes per session to evaluate goals, monitor student progress, and adjust accordingly to meet student needs and goals.

### **PD Opportunity 1**

Teachers will evaluate student work using the state-generated rubric to assess level and determine inter-rater reliability to ensure assessment continuity across each grade level.

#### **Facilitator**

Administration, CLT members, LCRT

#### **Participants**

All language arts teachers

#### **Schedule**

Weekly, from 8/26/2014 to 6/2/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
Grand Total	0