

Lakeview Middle



2014-15 School Improvement Plan

Lakeview Middle

1200 W BAY ST, Winter Garden, FL 34787

[no web address on file]

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

64%

Alternative/ESE Center

No

Charter School

No

Minority

64%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	B	A	A

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Environment

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

Lakeview Middle encourages teachers to build relationships in all classes with extended relationships built in first period through character education, data chats, and life skills. We provide a variety of opportunities for extracurricular activities that allow bonding experiences. Teachers also engage students in activities designed specifically to gather information and understanding about the students' backgrounds, interests, and cultures. The teachers utilize the activities to launch discussions about what it means to be respectful, responsible, resourceful, and engaged. This leads to instruction in the CHAMPS Model for success.

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

Lakeview Middle School is using the CHAMPS Model to communicate expectations to students. To support this model, adult supervision is provided before, during, and after school. A Speak-Out box is provided for students to anonymously leave any concerns. Our school resource officer is available on campus throughout the day.

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

The school-wide behavioral system in place is CHAMPS throughout classrooms and common areas. We also use a positive behavior support system to reinforce the CHAMPS system and good behavior. Lakeview Middle School is using the CHAMPS Model to communicate expectations to students, and it supported by adult supervision provided before, during, and after school. Lakeview Middle School holds grade level meetings each quarter of the year to ensure that all students understand the Orange County Code of Student Conduct and school expectations. Additionally, all students sign an acknowledgement form as evidence they have reviewed the OCP Code of Student Conduct. Lakeview Middle School is using a Positive Behavior Plan that includes the opportunity for students to earn "Brag Bucks" (BBs). The BBs are used by teachers to acknowledge positive behaviors or changes in negative behaviors. Students can use the BBs to exchange for school supply items or making purchases in the snack line during lunch. Additionally, teachers are encouraged to submit positive referrals for students meeting or exceeding behavior expectations. These referrals are highlighted campus wide through "shout outs" during the morning newscast.

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

Lakeview Middle's SAFE coordinator is on hand to provide access to services that support families financially, socially, and emotionally. Lakeview houses a donated supply closet of toiletries, clothing, and school supplies for families in need. The guidance counselors meet with students to discuss their academic as well as social-emotional needs to provide encouragement and support. The Multi-Tiered System of Supports (MTSS) is in place to ensure struggling students receive timely academic and behavioral interventions and are monitored for improvement in those areas. Additionally, our Going the Extra Mile (GEM) Program targets struggling learners and pairs them with adults who serve as mentors who meet regularly with the students to set goals, review achievement data, and track and monitor their progress throughout the school year.

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

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
2. One or more suspensions, whether in school or out of school
3. Course failure in English Language Arts or mathematics
4. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

See below strategies that support the early warning systems:

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	21	30	37	88
One or more suspensions	39	52	45	136
Course failure in ELA or Math	19	3	15	37
Level 1 on statewide assessment	78	107	76	261

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	33	38	39	110

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

At Lakeview Middle School for students that:

A) have attendance below 90 percent, intervention strategies could include:

- 1) parent conference;
- 2) attendance contract;
- 3) before school tutoring,

- 4) referral to Social Worker; and
 - 5) ACST (A Child Study Team) meeting.
- B) receive one or more suspensions, strategies could include:
- 1) referral to the grade level counselor;
 - 2) a SAFE Referral;
 - 3) counseling by an outside agency;
 - 4) counseling by the school guidance counselors;
 - 5) an assigned mentor through our mentoring program, Going the Extra Mile (GEM);
 - 6) behavior contract;
 - 7) behavior support plan;
 - 8) behavior interventions plan;
 - 9) before school tutoring; and
 - 10) involvement of social worker.
- C) have early indicators of Level 1 on statewide assessment in reading or math, intervention strategies could include:
- 1) assignment to an intensive class to focus on needed skills;
 - 2) before school tutoring;
 - 3) after school tutoring;
 - 4) during school tutoring; and
 - 5) an academic contract with student goal sheet.
- D) exhibit two or more of the early indicators, an improvement plan will be established using some of the interventions outlined above with the involvement of the student and the parent. The plan will be monitored on a regular basis and adjusted as needed to support success.

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

Each quarter we host curriculum fairs in an effort to keep our parents and other stakeholders informed about the various programs and projects that are leading our students toward mastery of the benchmarks in their respective courses. We also host spirit nights to build positive relationships with families and increase their involvement. Meeting and event dates are always posted well in advance and most activities have participation incentives attached. We also communicate our efforts via weekly "E-blasts," weekly electronic community briefs that are delivered to families and businesses, weekly Connect Orange phone/email messages, Facebook, and our school website which is always updated with the latest information from our school and district at large. All of these actions are in place to allow time for schedule adjustments and increase the probability of higher levels of support from all stakeholders.

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

We have a Partner In Education Coordinator who, along with administrators, secures reciprocal partnerships with local businesses that provide resources for the school throughout the year. New this year, business owners are able to complete an electronic application that is approved by the PIE coordinator. Partnership referrals are made by teachers, administrators and the PIE Coordinator who actively seeks new partners. Partners support the school with things such as spirit nights, donations of student and teacher incentives, and volunteer hours. In return, students perform at local businesses, prepare written thank-you's, and the school gives partners regular recognition through the school's newsletter, marquee, and website.

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
Fox, Shirley	Principal
Ryner, Robert	Assistant Principal
Moss, Sidney	Assistant Principal
Murray, Scheryll	Instructional Coach
Taylor, Brigitte	Instructional Coach
Sears-Coleman, Adrienne	Dean

Duties

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

Shirley Fox, Principal
 Robert Ryner, Assistant Principal
 Sidney Moss, Assistant Principal
 Adrienne Sears-Coleman, 8th Grade Dean
 Scheryll Murray, Learning Resource Specialist
 Brigitte Taylor, Reading Coach
 Cheryl Hite, Staffing Specialist
 Gail Chambers, Guidance Counselor
 Katie Bergdahl, Guidance Counselor
 Natalia Urbanovich, SAFE Coordinator
 Ethan Mankoff, Math Department Leader
 Carissa Fonseca, ELA Department Leader
 Melissa Workman and Lesley Graham, Science Department Leaders
 Debra Wier, Social Studies Department Leader
 Megan Szkarlat, Performing Arts Department Leader
 Laurantte Ramos, World Language Department Leader
 Wilma Wright, Physical Education Department Leader
 Susanna Jordan, Electives Department Leader
 See roles and responsibilities of the administrative team below:

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 MTSS Leadership team will meet monthly on Tuesdays in order to include our school psychologist and social worker. The team will participate in the following activities: review universal screening data and link research-based instructional decisions, review progress monitoring formative and summative data at the grade level and classroom level to identify students who are meeting/ exceeding benchmarks as well as identify those students who are at moderate risk or at high risk for not meeting benchmarks. The team will collaborate weekly, problem solve, share effective practices, evaluate implementation, and make decisions regarding appropriate interventions.

Administration and support staff will provide a common vision for the use of data-based decision making and will ensure that the school based team is implementing MTSS properly. Guidance Counselors are grade-level MTSS coaches for their respective grade levels. They will assist in developing a plan using the 25 Minute Planning Process Worksheet, student tracking forms, and provide information to the team regarding Tier 1, 2 & 3 interventions and materials as well as assist in the development of behavior support systems and accountability cards. The Staffing Specialist, CCT, LRS and guidance counselors will participate in student data collection and will oversee instructional activities, materials, and interventions used in Tier 3 instruction. A qualified general education teacher will provide core instruction, participate in student data collection, deliver Tier 1 instruction/ intervention and collaborate with other support and instructional staff to implement Tier 2 interventions. The literacy coach and reading teachers will provide guidance on the K-12 Literacy Plan, facilitate and support data collection, both formative and summative, assist in data analysis, and provide professional development to teachers through a variety of structures. The math department leader will provide guidance on the district's math curriculum and the transition to Florida State Standards. The LRS will also act as a resource for instructional materials as well as facilitating and supporting data collection methods both formative and summative with the math PLCs, assist in data analysis, and support teachers in the use of this data to drive instruction. Additionally, the LRS will work closely with teachers by modeling and providing feedback on research-based, high yield, differentiated instructional practices.

SAI funding is used for after school reading and math tutoring, FSA Saturdays, and additional materials for Level 1 and Level 2 reading and math students.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Albaladejo, Neftali	Business/Community
Bracht, Mary	Parent
Byram, Susan	Parent
Chambers, Gail	Teacher
Fields, Lynette	Business/Community
Fox, Shirley	Principal
Hite, Cheryl	Teacher
Jones, Janice	Teacher
Jones, Karen	Parent
Lugo, Lisa	Parent
MacDonald, Pam	Parent
Mah, Waitze	Parent
Murray, Scheryll	Teacher
Norton, Wynetta	Parent
Roper, Karen	Parent
Seachrist, Jennifer	Teacher
Taylor, Brigitte	Teacher
Teal, Janira	Parent
Quiles, Karen	Education Support Employee
Dwyer, Chester	Parent
Ramos, Laurantette	Teacher

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

Lakeview Middle School SAC reviewed the implementation of the SIP throughout the school year. The first SAC meeting in 2014-2015 will include a final review of the data from 2013-2014 and a review of the proposed SIP for 2014-2015. The review will include a determination to continue what worked well in 2013-2014 and eliminate, modify or enhance what did not work well in order to improve results.

Development of this school improvement plan

The School Advisory Council (SAC) is composed of the principal and a balanced number of elected teachers, education support employees, students, and parents, along with appointed business and community people, who are representative of the ethnic, racial, and economic community served by the school.

The School Advisory Council, or SAC, is a group of people whose primary purpose is to assist the principal in developing a school improvement plan and evaluating the results of the plan in order to help students achieve

success. The efforts of the SAC are always focused on improving student achievement.

The SAC offered suggestions and ideas for changes to the proposed strategies and barriers listed in the SIP.

Preparation of the school's annual budget and plan

The SAC reviews the proposed budget in the Spring for the upcoming year and then again in the fall meetings of that year. The SAC participates in development of the SIP at the end of the school year and then finalizes the approval of the plan for that year in one of the initial meetings of the year.

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

Lakeview Middle School does not receive school improvement funds.

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
Fox, Shirley	Principal
Taylor, Brigitte	Instructional Coach
Moss, Sidney	Assistant Principal
McNeil, Gina	Teacher, K-12
Murray, Scheryll	Instructional Coach
Ryner, Robert	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

To create a strong culture of literacy, Lakeview Middle provides continuous instructional support and guidance for reading instruction across all subject areas through professional development in:

Marzano's Instructional Practices - 7 Power Elements with Deliberate Practice

Rigor in Differentiated Curriculum/Learning Stations

Six Shifts in ELA/Literacy - Academic Vocabulary

Additionally, we will provide:

Research-based reading strategies to be integrated into all core and elective content areas

Every Level 1 and Level 2 reader support in all core-content areas

Reading requirements for all students with a focus on both quantity and rigor

Lexile data for teachers to be able to incorporate into their instructional planning and practice

Increased amount of non-fiction, print-rich materials in core classes

Close Reading

The LLT supports teachers with embedding writing and reading across other content areas.

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

Scheduling is arranged so that teachers of like subjects and grade levels have common planning time for PLC and department meetings. Positive relationships are modeled by the administrative team. Each week a teacher passes "The Rock" to a colleague who has exemplified solid character and strength in supporting students and staff.

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

Professional development based on data of classroom walk-throughs by administrators and instructional coaches. New teachers are supported by a team, a department, and the LRS and/or instructional coach. Teachers are also engaged in professional development through a professional learning community (PLC) and trained during monthly professional development sessions. Teachers with non-education majors on temporary certification receive training through the districts Professional Development Certification Program (PDCP), and all teachers new to our school are paired with a veteran teacher for day-to-day guidance and support.

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

Individual mentors are assigned to first and second year teachers at Lakeview Middle School. These mentors commit to meeting weekly as part of the PLC process and quarterly with the Learning Resource Specialist. In addition, mentors are available as needed for ongoing, individual support and direction.

Mentor Name: Marta Anderson

Mentee Assigned: Michael Epp

Rationale for Pairing: Mr. Epp is a first year 6th grade math teacher. He will be mentored by a veteran teacher, Ms. Anderson, who has experience in teaching Math 180, exceptional education and general education math at the middle school level.

Mentor Name: Tyrone Adams

Mentee Assigned: Tyler Gray

Rationale for Pairing: Mr. Gray is a first year teacher of physical education, so he will be mentored by Coach Adams, a veteran physical education teacher with experience teaching PE with a middle school population.

Mentor Name: Sharon Carey

Mentee Assigned: Dashelyn Jarque

Rationale for Pairing: Ms. Jarque is a second year 6th grade science teacher, so she will be mentored by Ms. Carey, a veteran 6th grade teacher with experience teaching science at the middle school level.

Mentor Name: Ms. Poillion-Workman

Mentee Assigned: Erica Lawson

Rationale for Pairing: Ms. Lawson is a 7th and 8th grade science teacher with less than three years in teaching, so she will be mentored by a veteran science teacher with experience teaching science, including gifted, at the middle school level.

Mentor Name: Douglas Katutis

Mentee Assigned: Trymain Rivero

Rationale for Pairing: Mr. Rivero is a first year 6th grade math teacher, so he will be mentored by a veteran math teacher, Mr. Katutis, who has several years of experience teaching mathematics at the middle school level.

Mentor Name: Sam Smith

Mentee Assigned: Belinda Flores

Rationale for Pairing: Ms. Flores is nearing completion of her first year teaching. She is teaching 7th grade language arts and will be mentored by Ms. White, a veteran language arts teacher with experience teaching students at the middle school level.

Mentor Name: Michele Sharrieff

Mentee Assigned: Jaime Taylor

Rationale for Pairing: Ms. Taylor is in her second year as an 8th grade U.S. History teacher. She is paired with Ms. Sharrieff who is our most experienced social studies teacher of 8th grade U.S. History.

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

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

The MTSS leadership team will meet regularly to analyze data. Teachers and administration will meet once a month analyzing academic and behavior data. School coaches will use that data to support teachers in developing differentiated data. Students requiring intervention will be serviced through before and after school tutoring which will begin in September for reading and October for math.

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

Strategy: Before School Program

Minutes added to school year: 10,200

Morning tutoring is offered to all students in all subjects every morning from 7:30 to 8:30.

Strategy Rationale

Morning tutoring is provided for students who are without computer access at home. Students are able to complete assignments in required online programs,

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Moss, Sidney, sidney.moss@ocps.net

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

Data from Performance Matters and other computer-based programs such as Reading Plus and Lexia along with course grades for students attending will be collected to monitor academic progress.

Strategy: After School Program

Minutes added to school year: 24,300

Academic activities that target deficiencies in reading in 90 minute blocks on Mondays and Tuesdays

Strategy Rationale

Data revealed that student achievement in reading is below proficiency; so the program provides extended time for reading instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Taylor, Brigitte, brigitte.taylor@ocps.net

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

Students will be monitored by formative measures such as fluency timings as well as mini-benchmark assessments. Data from Performance Matters will be used for additional monitoring of reading performance.

Strategy: After School Program

Minutes added to school year: 12,150

Academic activities that target deficiencies in math in a 90 minute block on Thursdays

Strategy Rationale

Data revealed that student achievement is below proficiency; so the program provides extended time for math instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Mankoff, Ethan , ethan.mankoff@ocps.net

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

Students will be monitored by formative measures such as curriculum assessments. Data from Performance Matters will be used for additional monitoring of math performance.

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

Lakeview Middle School meets with the incoming 6th graders in the Spring of their 5th grade year in order to provide them information about the school and gather information about their interests. Lakeview Middle School Leadership Team meets regularly with the West Orange and Ocoee High School Consortium to collaborate with teams from elementary and middle schools that feed West Orange and Ocoee High Schools.

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

Every day except Thursday, our students begin their day with advisory lessons in life management skills in order to build for each student at Lakeview a bond with the teacher they begin their day with who can provide support and mentoring. This teacher will know this group of students on their team better than any other teacher as they review data focus sheets, progress reports, report card grades, and goals set for each grading period. This teacher helps to connect the students to the team, grade, and co-curricular activities. Ultimately, the student is better connected to Lakeview as a whole. The advisory teachers, more than any other teacher, should be advocates for their advisees. They keep track of the academic, social, emotional, and physical well-being of each student in their advisee groups and work closely to ensure support systems are in place to help all students be successful learners. AVID is a school-wide initiative designed to prepare students in the academic middle for college eligibility. It has a proven track record of bringing out the best in students and closing the achievement gap by providing additional support and strategies. Lakeview Middle School AVID students participate in college visits at each grade level to increase student awareness and create a college going culture.

Lakeview Middle School participates annually in Teach-In to provide students with exposure to a wide range of careers in a more personal manner.

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

Students are offered the Introduction to Information Technology course in which they gain opportunity to earn the CIW Internet Business Associate (IBA). This course prepares students to work effectively in today's business environment, and students are able to learn about the tasks involved in various web technology job roles, and the skills and technologies to perform them. The career opportunities that require these common web-based skills are limitless.

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

Lakeview provides CTE course for eighth grade students as an elective.

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student achievement will increase as a result of teachers' understanding and use of the Florida Standards and the Instructional Framework.

- G2.** Teachers will gain competence in rigorous, standards-based instruction and in the Instructional Framework across all content areas.

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. Student achievement will increase as a result of teachers' understanding and use of the Florida Standards and the Instructional Framework. 1a

G037609

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	77.0
AMO Math - All Students	77.0
ELA/Reading Lowest 25% Gains	75.0
Math Lowest 25% Gains	75.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Becoming a Reflective Teacher (Marzano), Coaching Classroom Instruction (Marzano)
- Literacy Leadership Team, Common Core Strategies, Core Connections
- OCPS Measurement Topic Plans and lesson plan template to facilitate discussions that will increase rigor
- Reading: Reading 180, Achieve 3000, Systems 44, Lexia, Reading Plus, SpringBoard
- Math: Math 180 Intensive Math classes, Khan Academy, Pearson, Holt-McDougal, Algebra Nation
- Professional development
- District Instructional Coaches

Targeted Barriers to Achieving the Goal 3

- Teachers are in the first year of deconstructing the new Florida State Standards

Plan to Monitor Progress Toward G1. 8

Analysis of benchmark testing data, OC Writes data, SRI, Read 180, Achieve 3000, Systems 44, Lexia, Reading Plus, and Math 180.

Person Responsible

Shirley Fox

Schedule

Weekly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Test results for all students are available and results reported to the administrative team. Monitoring data is available and results are reported to the administrative team for computer based programs. Performance Matters data is analyzed and instruction is adjusted accordingly.

G2. Teachers will gain competence in rigorous, standards-based instruction and in the Instructional Framework across all content areas. 1a

G037610

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	77.0
AMO Math - All Students	77.0
ELA/Reading Lowest 25% Gains	75.0
Math Lowest 25% Gains	75.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Collaborative planning with coaching support
- Becoming a Reflective Teacher (Marzano), Coaching Classroom Instruction (Marzano)
- CPalms

Targeted Barriers to Achieving the Goal 3

- Teachers are in the development phases of understanding what rigor looks like and differentiating and scaffolding rigorous instructional practices.

Plan to Monitor Progress Toward G2. 8

Progress will be monitored through a collection of data including student achievement data: benchmark data, OC Writes, SRI, SMI, Reading Plus, and reading and math computer-based programs.

Person Responsible

Shirley Fox

Schedule

Quarterly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Test results for all students are available and results reported to the administrative team. Monitoring data is available and results are reported to the administrative team for computer based programs. I observation data and feedback will be analyzed.

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. Student achievement will increase as a result of teachers' understanding and use of the Florida Standards and the Instructional Framework. **1**

 G037609

G1.B1 Teachers are in the first year of deconstructing the new Florida State Standards **2**

 B090393

G1.B1.S1 Provide teachers with professional development on deconstructing the standards. **4**

 S101158

Strategy Rationale

The data indicates that teachers have limited knowledge on deconstructing the new standards.

Action Step 1 **5**

Provide ongoing embedded PD on deconstructing standards and developing evidence based rigorous scales

Person Responsible

Scheryll Murray

Schedule

Weekly, from 8/29/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets, agendas, evidence-based scales, lesson plans, walk-throughs, PLC meetings agendas and notes, faculty and department meeting agenda and notes, leadership council agenda and notes, SharePoint documents

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

Observations, data chats, lesson plan reviews

Person Responsible

Shirley Fox

Schedule

Biweekly, from 9/29/2014 to 5/29/2015

Evidence of Completion

IObservation data/feedback, PLC meeting notes, lesson plans

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

Monitoring by administrators and coaches with progress reports and weekly administrative meetings.

Person Responsible

Shirley Fox

Schedule

Weekly, from 9/29/2014 to 5/29/2015

Evidence of Completion

IObservation data/feedback, benchmark data

G2. Teachers will gain competence in rigorous, standards-based instruction and in the Instructional Framework across all content areas. 1

G037610

G2.B1 Teachers are in the development phases of understanding what rigor looks like and differentiating and scaffolding rigorous instructional practices. 2

B090395

G2.B1.S1 Provide professional development to help support standards based instruction aligned with the Marzano framework. 4

S101162

Strategy Rationale

Teachers need appropriate training and followup on incorporating the Marzano framework during instructional delivery.

Action Step 1 5

Provide ongoing embedded professional development on revised Marzano protocols for deeper understanding.

Person Responsible

Shirley Fox

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Benchmark Data, FSA, iObservation data, staff reflections, instructional rounds data, PLC notes, faculty and department meeting agendas/notes, leadership council agendas/notes, SharePoint professional development section

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

iObservation data/feedback and PLC meetings

Person Responsible

Shirley Fox

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Benchmark Data, FSA, iObservation data, staff reflections from Instructional rounds, PLC agendas and notes, lesson plans, and other formative/summative assessments

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

I Observation and benchmark data analysis, and common formative assessments

Person Responsible

Shirley Fox

Schedule

Monthly, from 8/29/2014 to 5/29/2015

Evidence of Completion

Student achievement data, lesson plans, observations data and feedback, Performance Matters data

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	Provide ongoing embedded PD on deconstructing standards and developing evidence based rigorous scales	Murray, Scheryll	8/29/2014	Sign-in sheets, agendas, evidence-based scales, lesson plans, walk-throughs, PLC meetings agendas and notes, faculty and department meeting agenda and notes, leadership council agenda and notes, SharePoint documents	5/29/2015 weekly
G2.B1.S1.A1	Provide ongoing embedded professional development on revised Marzano protocols for deeper understanding.	Fox, Shirley	8/25/2014	Benchmark Data, FSA, iObservation data, staff reflections, instructional rounds data, PLC notes, faculty and department meeting agendas/notes, leadership council agendas/notes, SharePoint professional development section	5/29/2015 weekly
G1.MA1	Analysis of benchmark testing data, OC Writes data, SRI, Read 180, Achieve 3000, Systems 44, Lexia, Reading Plus, and Math 180.	Fox, Shirley	9/29/2014	Test results for all students are available and results reported to the administrative team. Monitoring data is available and results are reported to the administrative team for computer based programs. Performance Matters data is analyzed and instruction is adjusted accordingly.	5/29/2015 weekly
G1.B1.S1.MA1	Monitoring by administrators and coaches with progress reports and weekly administrative meetings.	Fox, Shirley	9/29/2014	IObservation data/feedback, benchmark data	5/29/2015 weekly
G1.B1.S1.MA1	Observations, data chats, lesson plan reviews	Fox, Shirley	9/29/2014	IObservation data/feedback, PLC meeting notes, lesson plans	5/29/2015 biweekly
G2.MA1	Progress will be monitored through a collection of data including student achievement data: benchmark data, OC Writes, SRI, SMI, Reading Plus, and reading and math computer-based programs.	Fox, Shirley	9/29/2014	Test results for all students are available and results reported to the administrative team. Monitoring data is available and results are reported to the administrative team for computer based programs. I observation data and feedback will be analyzed.	5/29/2015 quarterly
G2.B1.S1.MA1	I Observation and benchmark data analysis, and common formative assessments	Fox, Shirley	8/29/2014	Student achievement data, lesson plans, observations data and feedback, Performance Matters data	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	IObservation data/feedback and PLC meetings	Fox, Shirley	8/25/2014	Benchmark Data, FSA, iObservation data, staff reflections from Instructional rounds, PLC agendas and notes, lesson plans, and other formative/summative assessments	5/29/2015 weekly

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. Student achievement will increase as a result of teachers' understanding and use of the Florida Standards and the Instructional Framework.

G1.B1 Teachers are in the first year of deconstructing the new Florida State Standards

G1.B1.S1 Provide teachers with professional development on deconstructing the standards.

PD Opportunity 1

Provide ongoing embedded PD on deconstructing standards and developing evidence based rigorous scales

Facilitator

Shirley Fox, Principal; Scheryll Murray, Learning Resource Specialist; Brigitte Taylor, Reading Coach; Curriculum Leaders; PLCs Sara Collins, Techbrarian Rob Ryner, Assistant Principal Sidney Moss, Assistant Principal

Participants

Administrators, instructional coaches, and instructional staff

Schedule

Weekly, from 8/29/2014 to 5/29/2015

G2. Teachers will gain competence in rigorous, standards-based instruction and in the Instructional Framework across all content areas.

G2.B1 Teachers are in the development phases of understanding what rigor looks like and differentiating and scaffolding rigorous instructional practices.

G2.B1.S1 Provide professional development to help support standards based instruction aligned with the Marzano framework.

PD Opportunity 1

Provide ongoing embedded professional development on revised Marzano protocols for deeper understanding.

Facilitator

Shirley Fox, Principal; Scheryll Murray, Learning Resource Specialist; Brigitte Taylor, Reading Coach; Curriculum Leaders; PLCs; Rob Ryner, Assistant Principal; Sidney Moss, Assistant Principal

Participants

Administrators, LRS, Literacy Coach, curriculum leaders, and instructional staff

Schedule

Weekly, from 8/25/2014 to 5/29/2015