

# Lake Nona Middle



2014-15 School Improvement Plan

## Lake Nona Middle

13700 NARCOOSSEE RD, Orlando, FL 32832

[ no web address on file ]

### School Demographics

**School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

44%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

65%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	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	<a href="#">Ella Thompson</a>
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**

The administration at LNMS encourages frequent and direct communication between teachers and parents for the development of relationships and support of students success. LNMS learns about students' cultures through supporting continuous student involvement in extra-curricular sports and activities. LNMS supports over 30 extracurricular and athletic organizations and strives to involve students from various backgrounds. Each activity is sponsored by a teacher and meets weekly. Additionally, LNMS recognizes teacher-nominated Student and Citizens on the Month for each grade level subject-area and invites parents and families to participate in an award ceremony for the achievement. Additional feedback and support of our students cultures is garnered through the continued and regular involvement of SAC and PTSA members.

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

Lake Nona Middle School puts an emphasis on creating a safe and positive environment for students. Routines and procedures are developed with that goal in mind. Consistent and clear expectations for student behavior are explicitly taught and are reinforced throughout the school year. Systems for providing a safe environment for students are monitored continuously for their effectiveness, and adjusted as needed, to ensure that safety is of the utmost consideration to meet the needs of students and the school at all times.

##### **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**

Lake Nona Middle School provides clear and consistent expectations for student behavior, in order to maximize instructional time for all. Lake Nona Middle School utilizes a progressive discipline plan, in which students are treated fairly and consistently. School and classroom behavioral expectations are clearly communicated. Grade level assemblies and other reviews of school-wide policies and procedures are held quarterly, to reinforce the school and classroom expectations. Additionally, all staff will be trained in the CHAMPS model for implementing consistent and clear classroom and school-wide behaviors and expectations.

##### **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**

Lake Nona Middle School's guidance counselors are highly skilled professionals, who provide counseling and other support services to meet the social-emotional needs of students. Students receive academic and social guidance on an as needed basis. At-risk students are identified and matched for mentoring purposes with a member of the Lake Nona Middle School staff. The mentor program is designed to provide academic and social guidance to students to help them achieve success as middle school students.

**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**

Student attendance is monitored weekly by grade-level deans. Parent contact is made for students identified as having below 90 percent attendance and a plan for getting students on track for attendance is developed.

Students assigned one or more suspensions are are monitored by MTSS Coach, Deans and Assistant Principals who oversee student discipline, using a continuously updated system.

Students scoring a Level 1 on the 2014 Reading FCAT are enrolled in a double-block intensive reading class. The intensive reading teachers utilize research-based interventions to provide students with a solid foundation in the fundamentals of fluency and/or comprehension.

Students scoring a Level 1 in English Language Arts or Math are invited to attend Saturday Learning Labs, where they receive instructional support, delivered in small groups, by highly-qualified teachers. Students identified by the early warning indicators are monitored for academic performance through our MTSS tracking program monitored and facilitated through our MTSS Coach.

**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	42	46	47	135
One or more suspensions	26	46	39	111
Course failure in ELA or Math	26	25	9	60
Level 1 on statewide assessment	71	86	88	245

*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	49	25	107

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

Students identified by the early warning indicators are monitored for academic performance through our MTSS tracking program monitored and facilitated through our MTSS Coach. Additionally, all students earning a D or F in coursework are required to have parent contact made by individual teachers to identify opportunities and strategies for getting student on track. Saturday, Tuesday, and Thursday tutoring is offered after-school and transportation for all students is provided. The majority

of students indicated in early warning were in 7th grade. These students are being monitored closely by the MTSS coach through tracking of participation, parental involvement and progress monitoring via OCPS benchmarks and teacher created formative assessments.

## 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 Nona Middle School will continue to increase parental involvement by promoting participation in the Parent Teacher Student Association (PTSA), School Advisory Council (SAC), and Parent Leadership Council (PLC), which meet on a monthly basis.

We will continue to promote parent involvement and community outreach through quarterly Knight School events (Parent Academies).

Lake Nona Middle School will continue to use a variety of electronic tools to reach a broad base of parents, including the LNMS website, LNMS Facebook site, and the LNMS Twitter account to promote school events. We will also continue weekly Connect Orange messages and the Kingdom's Chronicle, our electronic newsletter, which is distributed to families and community members weekly. Additionally, we will continue to share LNMS's mission and vision throughout all various forms of communication with families and the community.

**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**

Lake Nona Middle Schools works to build and sustain partnerships with the local community by continuous involvement and participation of various Partners in Education (PIE's) who contribute to various school events and functions. Additionally, through sustained and positive relationships with the PTSA, PTSA members secure additional involvement of various community members with LNMS. Additionally, LNMS will continue to work with various philanthropic organizations through after schools clubs and activities involving student participation.

## 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
Martinez, Jose	Principal
Eppert, Natalie	Assistant Principal
Kenaio, Wessal	Assistant Principal
Thompson, Vaughnsha	Assistant Principal
Fuller, Beth	Dean
Cush, Michael	Dean
Farrell, Shane	Dean
Knappins, Derek	Dean
Mills, Jane	Guidance Counselor
Ballard, Katie	Guidance Counselor
Pragel, Veronica	Guidance Counselor
Peck, Larina	Guidance Counselor

### Duties

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

The principal and assistant principals monitor data regarding overall school systems; this includes benchmark testing, attendance and discipline. Instructional coaches monitor teacher data which pertains to classroom assessments, formative assessments and student behavior. The guidance counselors and deans monitor student behavior and parent contact when it effects student performance in class. The staffing specialist monitors ESE student data, with a focus on facilitative support.

***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, which consists of API, guidance and deans, functions as a multi-level intervention group that supports teachers with students that are struggling academically or behaviorally. Our team meets in grade level meetings on a monthly basis. Each meeting entails data chats concerning student performance and successful interventions. The team develops an intervention plan that provides high quality instruction and interventions for student achievement for students who are referred to the team by classroom teachers. If the interventions are unsuccessful, the team will reconvene and initiate outside sources, including but not limited to the school psychologist.

Our Supplemental Academic Instructional funds will be used for our after school tutoring program. We will target our lowest quartile of sixth, seventh and eighth grade students using data from state assessments, as well as teacher recommendations for Saturday tutoring and will open tutoring to all students demonstrating need after school on Tuesdays and Thursdays. Highly qualified teachers will provide assistance and instruction for small groups of students in order to increase achievement in identified strands in reading, writing, math and science and bus transportation will be provided on all days tutoring is offered. Our MTSS Coach will coordinate and facilitate tutoring programs as well as monitoring of students participating in tutoring programs.

The administrative team (Principal and all AP's) meet with curriculum leaders twice monthly to

discuss and review instructional and curricular progress and needs as well as important and relevant data. Additionally, administrative meetings are held weekly to further discuss subject-area data and student progress on assessed benchmarks including plans for re-teaching of non-mastered standards, enrichment of mastered standards, and re-assessment based on identified areas of need.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Jose T. Martinez	Principal
Andrea Parisi	Teacher
Shannon Rieker	Parent
Joyce O'Hara	Teacher
Rosalinde Wolfe	Parent
Jill Rothschild	Student
Angie Fallon	Parent
Evelyn Rodriguez	Parent
Marcos Villar	Parent
Virginia Weil	Parent
Theresa Ortiz	Parent
Deborah Newlan	Teacher
Elizabeth Fuller	Teacher
Roxann Robinson Taylor	Student
Constance Halladay	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*

The Lake Nona Middle School Advisory Council reviewed student performance from the 2013-2014 school year and other relevant data at the September 2014 meeting. SAC reviewed the specific goals from the previous year and the achievement of students based on those goals, as well as identified areas of continued opportunity and need for growth.

*Development of this school improvement plan*

The Lake Nona Middle School Advisory Council reviews school and student data with the Principal to determine the goals of the School Improvement Plan (SIP).

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

The Lake Nona Middle School Advisory Council meets monthly to discuss current school data and evaluate the School Improvement Plan, including budget information.

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

The Lake Nona Middle School Advisory Council will authorize use of allocated school improvement funds on a case by case basis. Options regarding use of funding are pending October SAC meeting.

**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*

In compliance

**Literacy Leadership Team (LLT)**

**Membership**

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

Name	Title
Martinez, Jose	Principal
Eppert, Natalie	Assistant Principal
Bacetti, Amy	Instructional Coach
Cush, Michael	Dean
McCloe, Christy	Instructional Coach
Parisi, Andrea	Instructional Media

**Duties**

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

The initiatives this year will focus on literacy and writing through content areas and increasing text complexity while implementing the Florida Standards. Consistent use of reading and writing strategies in all content areas will be promoted and supported through ongoing professional development. There will be a strong emphasis on closing the achievement gap in reading classes, which will be closely monitored by the API, the Literacy Coach, and the Academic Dean.

**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**

Positive working relationships between new teachers are encouraged through the "Knew Knights" beginning teacher program. Weekly meetings of content-area Professional Learning Communities (PLC) foster positive working relationships, by providing teachers with opportunities to plan together, review and compare student performance data, and reflect on best practices. Articulation meetings allow teachers to spend significant time building positive working partnerships.

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

Teacher candidates are carefully screened for backgrounds and degrees in education, as well as subject area knowledge and experience. Teachers who meet highly qualified standards are interviewed and

considered for vacant positions. The interview team consists of administrators and current instructional staff. Teachers are provided mentors and supported through Professional Learning Communities. Beginning teachers are provided opportunities for leadership, professional development and time for planning and collaboration provided by our Instructional Coach, Christy McCloe. We retain highly qualified teachers by providing them with ongoing instructional support, the latest technology for their classrooms, and professional development to help them foster educational growth. Teachers are also provided with leadership opportunities within their instructional discipline.

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

The mentor and mentee will meet bi-weekly to discuss research-based strategies, observe experienced teachers implementing strategies, creating and reviewing lesson plans, assisting in determining training opportunities for best practices. Teachers were paired according to subject area, and teachers within grade levels have common planning. The mentee will complete the Beginning Teacher Portfolio which is part of the OCPS induction program. Their mentor will track and monitor their progress using the Online Teacher Tracking Tool. Additional support strategies include active participation in Professional Learning Communities and involvement in the "Knew Knights" program, which will meet the first and third Thursday of each month. Knew Knights provide opportunities for new teachers to discuss school initiatives, instructional strategies, and classroom management tips.

## **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***

LNMS ensures that its core instructional programs and materials are aligned to Florida Standards through planning and development of lesson plans based on OCPS's established scope and sequence and MTPS, which identify content-area standards for each quarter. Instructional staff participated in professional development based on deconstructing standards and backwards planning and meet in weekly PLCs to support planning and development of curriculum aligned with the standards within their content-area. Additionally, assessments are aligned to standards individual items are linked to specific standards for appropriate and effective monitoring of student mastery of the benchmarks.

#### **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***

LNMS content-area teachers meet in weekly PLCs to develop common assessments linked to Florida Standards. Teachers meet regularly to analyze assessment data within their common subject-area and grade-level groups to identify areas of need and to develop plans for remediation and enrichment within their classrooms as well as to re-assess students on non-mastered standards. Additionally, students identified as needing additional support are offered subject-area tutoring on Tuesdays and Thursdays (with transportation provided). Further analysis of quarterly benchmark assessment data serves as additional information used by teachers to identify areas of need for additional support.

**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:** Weekend Program

**Minutes added to school year:** 3,000

Targeted students will participate in Saturday Learning Labs in order to "close the achievement gap" with Lake Nona Middle's ESE and ELL students, as well as to provide academic support to students identified as at-risk. Students will participate in remediation activities in order to close gaps in their learning as well as acceleration activities for future content in the four core classes.

### **Strategy Rationale**

Increased opportunities for instruction from highly-qualified teachers will maximize opportunities for at-risk students to develop the academic skills necessary to be successful.

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

- Core Academic Instruction
- Enrichment

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

Cush, Michael, michael.cush@ocps.net

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

Students have been pre-identified for this program through FCAT, grades, early warning signs and CELLA scores. The Academic Dean will continue to monitor student progress using Performance Matters data to track Benchmark and classroom assessment data. Students will receive enrichment opportunities for math through their classroom teachers on Saturdays as they get closer to on target 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**

LNMS collaborates with our feeder elementary and high schools to coordinate a smooth transition to middle school and high school.

Guidance counselors visit elementary schools in the spring for orientations and registration. We also host a parent night where students and parents meet the leadership team, tour the school and visit the media center.

We work with the high school to ensure students are well prepared to meet the demands of high school curriculum by hosting an Academy Night, Freshman Orientation and high school counselors visit the middle school to meet with students and register them for High School classes.

### **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**

Counselors look at the holistic picture of a student to gauge interest in order to advise. They include qualitative and quantitative data in the form of standardized test scores, previous grades, student interest, parent input, medical issues and teacher recommendations.

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

Lake Nona Middle School has developed a Curriculum Guide, which helps parents and students to develop an overall understanding of the secondary school process. This includes middle school requirements, as well as how these relate to high school graduation requirements. Students are also counseled on how to choose classes which fit their future goals and how specific classes can help them to achieve college and career readiness.

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

Students participate in a variety of strategies through rigorous course options, AVID, advanced and intensive courses, college and career planning, and parent/student orientations.

***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***

Duke Talent Identification Program (TIP) and Orange TIP to prepare students for college entrance exams, and give them the opportunity to take the Pre-Scholastic Aptitude Test (PSAT).

## 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.** Lake Nona Middle School will implement a comprehensive literacy plan which will increase student achievement.
  
- G2.** Lake Nona Middle School teachers will gain confidence and competence using the Marzano Instructional Framework in order to implement rigorous, standards based instruction in 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.** Lake Nona Middle School will implement a comprehensive literacy plan which will increase student achievement. **1a**

G039994

**Targets Supported** **1b**

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	73.0

**Resources Available to Support the Goal** **2**

- We will host professional development throughout the school-year and particularly throughout quarter one to support teachers in integrating literacy in the content areas. Professional development will be focused on integrating literacy within specific content areas and will be facilitated through PLCs. We will utilize our Literacy Coach and MTSS Coach as resources for professional development for all content-area teachers. Included in the PD is support in providing tiered or scaffolded support for research, planning, and use of text to make claims and justify reasoning in writing.
- We will develop a common Literacy Module Unit template for planning purposes and support teachers in the use of this template as a means of planning for literacy integration in their content area.
- CRT will work closely with new teachers to provide support in teaching content area and reading and writing standards simultaneously.

**Targeted Barriers to Achieving the Goal** **3**

- Teacher beliefs about teaching content-area standards exclusively without teaching literacy skills.

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

Using the OCPS writes benchmark tests, school wide rubrics and student data, we will monitor and track student progress.

**Person Responsible**

Kenaio Wessal

**Schedule**

Quarterly, from 10/17/2014 to 5/29/2015

**Evidence of Completion**

Student who need additional support will be reported to assessing administrators and MTSS Coach for remediation in tutoring or Saturday school.

**G2.** Lake Nona Middle School teachers will gain confidence and competence using the Marzano Instructional Framework in order to implement rigorous, standards based instruction in all content areas.

1a

G039995

**Targets Supported** 1b

Indicator	Annual Target
Effective Teachers (Performance Rating)	75.0

**Resources Available to Support the Goal** 2

- Teachers will receive continuous training, support and feedback in the Marzano Instructional Framework.
- Instructional Coaches will host professional development sessions focusing on standards based instruction.
- District provided Instructional Coaches will provide feedback with a focus on working with new teachers.

**Targeted Barriers to Achieving the Goal** 3

- Lack of knowledge of the instructional framework

**Plan to Monitor Progress Toward G2.** 8

Reports from iObservation documenting elements observed and feedback pertaining to strategies used in class

**Person Responsible**

Natalie Eppert

**Schedule**

Weekly, from 9/29/2014 to 6/1/2015

**Evidence of Completion**

Weekly meetings with admin team and instructional coaches

## 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.** Lake Nona Middle School will implement a comprehensive literacy plan which will increase student achievement. **1**

 G039994

**G1.B1** Teacher beliefs about teaching content-area standards exclusively without teaching literacy skills.

**2**

 B096596

**G1.B1.S1** We will support content area teachers and elective teachers by providing them strategies for implementing literacy in their classroom and emphasize the importance of a "Culture of Learning" at Lake Nona. **4**

 S107816

### Strategy Rationale

Content area and elective teachers require additional support in integrating literacy skills within their classroom. We will provide support through weekly collaborative professional development targeting literacy in their specific content areas as well as additional weekly collaborations in which content area teachers work together to develop curriculum with intentional focus on literacy.

### Action Step 1 **5**

Professional development which will emphasize literacy in the content areas.

#### Person Responsible

Wessal Kenaio

#### Schedule

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

#### Evidence of Completion

Administrators will observe and review literacy plans, offer feedback and support, and observe literacy instruction within all content-area classrooms. Additionally, student evidence of writing will be reviewed along with the rubrics and assessments of student writing-products.

## Action Step 2 5

Follow-up with teachers by reviewing literacy module unit plans, rubrics, and student work.

### **Person Responsible**

Kenaio Wessal

### **Schedule**

Monthly, from 1/23/2015 to 5/29/2015

### **Evidence of Completion**

Collect student writing samples, analyze results, develop school wide rubrics

## Action Step 3 5

CRT will provide individual and group support for new teachers on integrating content-area, reading, and writing standards within their instruction.

### **Person Responsible**

Christy McCloe

### **Schedule**

On 5/29/2015

### **Evidence of Completion**

CRT will look at OC writes and student data from individual teachers to document growth and adjust instruction based on student-needs.

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

Admin team will observe teachers planning and implementing literacy and writing strategies in the classroom. Teachers will track student data from initial writing assignments through school-based writing samples as well as OC writes results and infuse Literacy writing plans throughout each quarter.

### **Person Responsible**

Wessal Kenaio

### **Schedule**

Weekly, from 9/1/2014 to 5/29/2015

### **Evidence of Completion**

Teachers will provide lesson plans including specific literacy module plan, writing samples from students, rubrics, and score distribution for writing assignments.

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

Literacy and MTSS Coach will provide rubrics based on Florida Standards. Teachers will grade student writing samples with the goal of earning a "4" on the rubric. Students who do not meet the goal will meet with teachers to receive small group instruction based on needs. Additional support will be offered in Saturday and week-day after school tutoring for students identified as needing additional support in literacy.

**Person Responsible**

Wessal Kenaio

**Schedule**

Quarterly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Data collection tools (pre-identified spreadsheet), student score distributions.

**G2.** Lake Nona Middle School teachers will gain confidence and competence using the Marzano Instructional Framework in order to implement rigorous, standards based instruction in all content areas. 1

 G039995

**G2.B1** Lack of knowledge of the instructional framework 2

 B096598

**G2.B1.S1** Instructional coaches will conduct professional development for teachers new to the school, or teachers who are struggling with the framework. This professional development will focus on planning and implementing strategies in DQ 2 and 3. 4

 S132388

### Strategy Rationale

Coaches will address and instruct teachers in small groups which will help teachers identify strengths and weaknesses in their teaching and planning. This will allow them to adapt to the instructional framework.

### Action Step 1 5

Saturday School for new teachers and Knew Knights meetings will focus on an overview of the Marzano Instructional Framework, planning and implementation of Florida Standards.

#### Person Responsible

Amy Bacetti

#### Schedule

On 9/27/2014

#### Evidence of Completion

Teachers will meet with administrators and coaches to discuss implementation of strategies and areas for improvement.

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

We will closely monitor new teachers implementation of the Marzano elements as related to content, specifically design questions 2 and 3.

#### Person Responsible

Natalie Eppert

#### Schedule

Weekly, from 9/29/2014 to 6/1/2015

#### Evidence of Completion

We will use data from iObservation to compare feedback and scoring of elements for new teachers.

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

Coaches will monitor teacher implementation of the framework through classroom walk thrus and debriefing sessions with teachers.

**Person Responsible**

Amy Bacetti

**Schedule**

On 6/1/2015

**Evidence of Completion**

IObservation data, meetings with teachers, and Knew Knights meetings.

## 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	Professional development which will emphasize literacy in the content areas.	Kenaio, Wessal	8/25/2014	Administrators will observe and review literacy plans, offer feedback and support, and observe literacy instruction within all content-area classrooms. Additionally, student evidence of writing will be reviewed along with the rubrics and assessments of student writing-products.	5/29/2015 weekly
G2.B1.S1.A1	Saturday School for new teachers and Knew Knights meetings will focus on an overview of the Marzano Instructional Framework, planning and implementation of Florida Standards.	Bacetti, Amy	9/27/2014	Teachers will meet with administrators and coaches to discuss implementation of strategies and areas for improvement.	9/27/2014 one-time
G1.B1.S1.A2	Follow-up with teachers by reviewing literacy module unit plans, rubrics, and student work.	Wessal, Kenaio	1/23/2015	Collect student writing samples, analyze results, develop school wide rubrics	5/29/2015 monthly
G1.B1.S1.A3	CRT will provide individual and group support for new teachers on integrating content-area, reading, and writing standards within their instruction.	McCloe, Christy	8/11/2014	CRT will look at OC writes and student data from individual teachers to document growth and adjust instruction based on student-needs.	5/29/2015 one-time
G1.MA1	Using the OCPS writes benchmark tests, school wide rubrics and student data, we will monitor and track student progress.	Wessal, Kenaio	10/17/2014	Student who need additional support will be reported to assessing administrators and MTSS Coach for remediation in tutoring or Saturday school.	5/29/2015 quarterly
G1.B1.S1.MA1	Literacy and MTSS Coach will provide rubrics based on Florida Standards. Teachers will grade student writing samples with the goal of earning a "4" on the rubric. Students who do not meet the goal will meet with teachers to receive small group instruction based on needs. Additional support will be offered in Saturday and week-day after school tutoring for students identified as needing additional support in literacy.	Kenaio, Wessal	9/1/2014	Data collection tools (pre-identified spreadsheet), student score distributions.	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Admin team will observe teachers planning and implementing literacy and writing strategies in the classroom. Teachers will track student data from initial writing assignments through school-based writing samples as well as OC writes results and infuse Literacy writing plans throughout each quarter.	Kenaio, Wessal	9/1/2014	Teachers will provide lesson plans including specific literacy module plan, writing samples from students, rubrics, and score distribution for writing assignments.	5/29/2015 weekly
G2.MA1	Reports from iObservation documenting elements observed and feedback pertaining to strategies used in class	Eppert, Natalie	9/29/2014	Weekly meetings with admin team and instructional coaches	6/1/2015 weekly
G2.B1.S1.MA1	Coaches will monitor teacher implementation of the framework through classroom walk thrus and debriefing sessions with teachers.	Bacetti, Amy	9/29/2014	iObservation data, meetings with teachers, and Knew Knights meetings.	6/1/2015 one-time
G2.B1.S1.MA1	We will closely monitor new teachers implementation of the Marzano elements as related to content, specifically design questions 2 and 3.	Eppert, Natalie	9/29/2014	We will use data from iObservation to compare feedback and scoring of elements for new teachers.	6/1/2015 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.** Lake Nona Middle School will implement a comprehensive literacy plan which will increase student achievement.

**G1.B1** Teacher beliefs about teaching content-area standards exclusively without teaching literacy skills.

**G1.B1.S1** We will support content area teachers and elective teachers by providing them strategies for implementing literacy in their classroom and emphasize the importance of a "Culture of Learning" at Lake Nona.

### **PD Opportunity 1**

Professional development which will emphasize literacy in the content areas.

#### **Facilitator**

Literacy Coach, MTSS Coach

#### **Participants**

All teachers

#### **Schedule**

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

### **PD Opportunity 2**

Follow-up with teachers by reviewing literacy module unit plans, rubrics, and student work.

#### **Facilitator**

Literacy Coach, MTSS Coach

#### **Participants**

All faculty

#### **Schedule**

Monthly, from 1/23/2015 to 5/29/2015

**G2.** Lake Nona Middle School teachers will gain confidence and competence using the Marzano Instructional Framework in order to implement rigorous, standards based instruction in all content areas.

**G2.B1** Lack of knowledge of the instructional framework

**G2.B1.S1** Instructional coaches will conduct professional development for teachers new to the school, or teachers who are struggling with the framework. This professional development will focus on planning and implementing strategies in DQ 2 and 3.

**PD Opportunity 1**

Saturday School for new teachers and Knew Knights meetings will focus on an overview of the Marzano Instructional Framework, planning and implementation of Florida Standards.

**Facilitator**

Amy Bacetti

**Participants**

All new teachers, teachers designated by administrators as needing addition help

**Schedule**

On 9/27/2014

## Technical Assistance Items

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