



## Robert E Lee Middle

1201 MAURY RD, Orlando, FL 32804

[ no web address on file ]

### School Demographics

**School Type**

Middle

**Title I**

Yes

**Free/Reduced Price Lunch**

78%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

75%

### School Grades History

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

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

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

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

#### School Environment

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

The students and staff use a variety of methods to learn about others cultures and build lasting relationships, some of them are as follows:

Teachers and staff engage students in meaningful conversations. Teachers use examples and materials relevant to the students age, culture, and interests so there is a personal connection to their learning. At Lee Middle School there is open dialogue between students, teachers and families. Staff members have open door policies to provide opportunities for deeper connections with students. Staff members share student interests/cultural backgrounds information with each other to form deeper connections with students. Teachers have students participate in activities where they can talk about their families and cultures. Teachers talk with unengaged students to find what it is they are interested in or excited about and try to incorporate those things into the lessons when possible. Activities are created throughout the entire school relating to the IB learner profiles; some of these are open-minded, knowledgeable, and caring. We can often relate these profiles to other cultures as well. Our summer reading assignment and followup classroom activities have given all students the opportunity to learn about the Lost Boys of Sudan and the struggles they went through while living in Africa and while trying to acclimate to American Society.

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

The Lee Middle School staff does not tolerate bullying or other forms of harassment, we teach tolerance and respect for differences. Whole school activities are designed to build school spirit and relationships. Teachers create welcoming and safe environments in their classrooms, and they greet students when they enter class and make small talk to help them feel welcome.

The OCPS code of conduct is covered with every student and is discussed/reviewed with the students each quarter.

Adults are present in the hallways and at their doors between classes as well as in the common areas. Students feel safe enough to come to adults with their issues or concerns. The After School All Stars program offers students a place to go before and after school where they are safe until their parents can come pick them up. We also have 6 Americorp volunteers on campus daily that work specifically on building relationships with students.

Lee Middle School offers a variety of programs such as clubs, sports and tutoring to help keep our students busy and safe after school.

**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**

Our Goal:

To decrease and minimize discipline-related matters, so our students can achieve greater social, emotional and academic success.

Our School-Wide Focus:

- Teach school-wide positive behavior expectations and procedures
- Positive reinforcement for ALL students
- Consistent consequences for problem behaviors
- Effective procedures and supervision in non-classroom areas
- Effective instruction and classroom management

Behavioral System – Tier 1 Model (Universal: ALL students)

- Proactive Approach
- Review Student Code of Conduct
- Common Language of Expectations
- Parental Involvement
- Goal Setting
- Positive Reinforcement
- Active supervision and monitoring
- Character Education training

Behavioral System – Tier 2 Model (Targeted: At-Risk)

- Rapid Response
- Behavioral Contract
- Monthly Parent Meetings
- IEP Review
- Small Group Intervention
- Parent Training and Collaboration
- Increased Academic Support
- Early Interventions and Counseling
- Mentoring

Behavioral System – Tier 3 Model (Intensive: High Risk)

- Durable Procedures
- 504 Plan/Bi-Weekly Meetings
- Crisis/Mental Health Referral
- Educational Support
- Individual Behavior Interventions
- Tutoring
- Social Skills Training
- Character Education training
- Alternative Programs

Mentoring and Coaching Teachers:

PURPOSE: To assist classroom teachers in developing (or fine tuning) a classroom management plan that overtly teaches student expectations and behaviors. This results in higher rates of student achievement and a reduction in the frequency and/or intensity of misbehavior/discipline referrals.

MEETING DATES: Every two weeks on Friday at 8:30 AM. (Starting October 2014)

**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**

Title X- Homeless

Ensure that each homeless student have equal access to the same free, appropriate public

education, provided to other students. Further, homeless students will have access to the education and other services needed to ensure that they have an opportunity to meet the same challenging state student academic achievement standards to which all students are held. Our SAFE homeless program includes: Free backpacks and supplies to our coded students only and if any is left over we give out these to our needy students after October.

Our SAFE homeless program includes:

- Free backpacks and supplies to our coded students only and if any is left over we give out these to our needy students after October.
- Community resources for health issues, food, clothing, housing help, and other financial help are given to ALL our coded homeless kids and referred needy kids.
- Free food and gift cards at Thanksgiving and Christmas
- Social worker referrals-clothing, hygiene products for students
- ELC support staff-gives money for PE clothes
- SAFE money or ELC money for field trips as needed
- Free books from the ELC
- Ongoing help with many community resources, resources etc.

SAFE Prevention Programs

1. SAFE Coordinator will attend trainings and coordinate programs and services to prevent violence (bullying, conflicts, fighting, etc.)

2. SAFE Coordinator implements prevention programs to include:

? School Environment assesses policies/procedures and practices related to violent/aggressive behavior.

? Wrote the school crisis plan

? Will attend and participate in all Threat Assessment meetings

? Curriculum & Instruction assesses violence prevention curricula and instructional strategies for evidenced-based practices/approaches.

? Student Programs assesses violence prevention activities available to students.

? Student Services assesses violence prevention/intervention services provided by school-based staff and community partners.

? Different Programs assess professional development opportunities available to school staff related to violent/aggressive behavior.

? Family and Community assess involvement of parents/guardians and the community in the violence prevention program.

- Ongoing Mental Health Counseling Referrals for Students and Families
- Community resources provided to parents for various social/emotional support
- Mentoring Group for boys
- Suicide prevention program
- Bullying Prevention Program
- Red Ribbon Week drug and alcohol education/prevention
- A-4 training of staff on child abuse reporting
- Speakout Hotline information
- Think About It counseling program for sexual offenses

For our ESE students the following additional services may also be provided:

- Social Personal skills curriculum taught in a small group setting.
- IEP accommodations based on social/emotional needs (ex: cool off pass, alternate classroom, reduces stimuli, small group setting, preferential seating, etc.)
- Counseling and/or SAFE referral
- Individualized Behavior Intervention Plan (BIP) with Proactive and Reactive rewards and consequences
- Support from North Learning Behavior Coach (assist w/developing BIP's, provide input on classroom management & reward systems, work directly w/students, etc.)

## 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**

We send out attendance letters starting at the 5 day point for excused and unexcused absences as well as tardies. Phone calls also go home to students weekly if they are on these lists. We keep a close watch on students with a history of truancy, and hold ACST meetings with the school social worker when needed. We work with students who are suspended to attend keeping up programs to make sure they do not fall behind on their class work, but also to work through how to handle different situations so that the behavior does not repeat.

Students who are in jeopardy of failure are identified in the first semester and parents/student are contacted. Students are continually monitored and meet with guidance monthly to create and monitor their action plan for success.

Teachers review exam scores with students as available. The school provides tutoring services for low performing and borderline students as need is determined. Teachers provide in class one on one/ small group assistance for students who are not mastering the material. Teachers also provide websites and textbook lessons that can assist students at home with areas of need.

Lee Middle School will develop and employ an early warning system that identifies at-risk students through the analysis of readily available and highly predictive student academic and engagement data (ex. absenteeism, course failure, GPA, discipline). These indicators are critical to our Response to Intervention (RtI) implementation efforts. We will utilize data systematically to identify at-risk students as early as possible, which will allow for the application of more effective prevention and early intervention services.

Using these warning indicators:

? Attendance- At the end of each grading period, a student misses 20 percent or more of instructional time

? Behavioral- At the end of each grading period, a student has 3 or more discipline referrals, in- or out-of-school

? Academic- At the end of each grading period, a student as a failed Reading or mathematics course  
Lee Middle School will take the following steps:

1) Establish Roles and Responsibilities- This step focuses on identifying team members to concentrate on implementation, as well as establishing roles and responsibilities of team members. The team will consist of:

- School principal or assistant principal
- Representative from feeder elementary schools from which students transitioned
- Counselor
- ELL Teacher
- ESE Teacher
- Reading Coach
- Math Coach
- Teacher from grade-level team
- Administrative Dean

2) Use Data Systems- Use student data systems to validate indicators of at- risk (identify students who are at risk of not being promoted to the next grade level).

3) Review the Data- Review the data to identify students who are at risk and how to understand patterns in student engagement and academic performance within the school.

4) Interpret the Data- Examine in greater depth the factors that may contribute to the at-risk status of a student who is flagged. For example, for students who are flagged for failing courses in Reading and Math, the team might need to gather information about the students' academic challenges from the Reading and mathematics teachers.

5) Assign and Provide Interventions- Includes information on making decisions about the allocation of available resources and strategies to support students identified as at risk of being off-track for grade

level and being promoted to the next grade.

6) Monitor Students and Interventions- Monitor flagged students and improving both individual student supports and the system of interventions available. Also, provide guidance on how to monitor students in interventions by examining whether or not they begin to get back on track (no longer display indicators of risk).

7) Evaluate and Refine the Process- The team should reflect on the implementation process on an annual basis (at minimum). The team should discuss what has worked, what should be modified, and what should be replaced or eliminated.

**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	62	66	46	174
One or more suspensions	107	110	94	311
Course failure in ELA or Math	44	32	14	90
Level 1 on statewide assessment	126	128	105	359

*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	90	94	72	256

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

At Lee Middle School we use a variety of intervention methods and apply them in a variety of different ways to try to reach as many kids as possible. Interventions strategies currently used are as follows:

- Differentiated Instruction
- PLC strategies discussions
- Intervention focus calendar
- Lesson planning review for rigor and interventions
- Tutoring
- Pullout sessions/in class assistance-Americorps-
- Data chats with teachers and admin
- Attendance meetings, phone calls and letters
- Professional development
- Modeling

**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?**

Yes

### **PIP Link**

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

### **Description**

Please refer to the Lee Middle School PIP.

Our goal is to have 5% of parents attend parental involvement meetings.

### **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**

The "Partners in Education" program at Lee Middle School builds relationships with local businesses and organizations to promote community engagement and enhance student learning. Through these partnerships, the school and students have benefited in a variety of ways. Several of the partners have provided the school with donations for the school uniform policy which encourages positive dress for success. Other partners have supplied the school with resources for teachers to enrich instruction. Many of Lee Middle School's partners show support for the school by attending evening events and offer incentives to parents who attend as well.

## **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.:

<b>Name</b>	<b>Title</b>
Haupt, Cynthia	Principal
Quarles, Jennifer	Assistant Principal
Hearn, Theresa	Assistant Principal
Correa, Allison	Dean
Kolling, Carl	Dean
Carr, Alex	Instructional Coach
Foisy, Tracy	Instructional Coach
Say, Jimmy	Instructional Coach
Erisman, Amy	Other

#### **Duties**

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

Team members include Alexander Carr, Jimmy Say, Tracy Foisy, Jennifer Quarles, Theresa Hearn, Amy Erisman, Allison Correa and Carl Kolling.

Alex Carr assists teachers in developing instructional strategies which will address specific needs based on benchmark data and classroom observation.

Jimmy Say assists teachers with reading strategies that address needs based on benchmark data. He also works with the reading teachers individually to provide extra support and to maintain fidelity with the reading programs in use at Lee Middle School.

Jennifer Quarles ensure that teachers are developing interventions through monitoring lesson plans and instructional focus calendars. She is also responsible for ensuring that teachers are carrying out the planned interventions to provide the students with the highest quality of instruction possible. Theresa Hearn assists team in ensuring student behavioral support systems are administered correctly and consistently. She also collects data to determine if it is curbing behavior that may interfere with classroom success.

Amy Erisman identifies ESE students that have learning disabilities or behavior disorders that have traditionally impeded student achievement in the classroom. She collects data to ensure that IEP accommodations are met and revises IEP's when necessary to assist students is mastering content. Carl Kolling assists teachers and students with behavior interventions and positive behavior support. Ensure the safety and well-being of students and staff on campus. Builds relationships with students by understanding their interests and backgrounds.

Allison Correa assists teachers and students with behavior interventions and positive behavior support. Ensure the safety and well-being of students and staff on campus. Builds relationships with students by understanding their interests and backgrounds.

Tracy Foisy assists teachers with math strategies/interventions that address the needs based on MTP assessment and benchmark data. She also provides individual support to teachers and models as needed. Assists in creating common assessments that follow the district scope and sequence and FSA test item specs.

***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 following describe our school's data-based problem-solving process for the implementation and monitoring of our MTSS and SIP:

- Oversee implementation of Rtl.
- Establish procedures and guidelines related to meeting schedules for grade level teams and the Individual Problem Solving team for PLC groups.
- Determine intervention/assessment/on-going monitoring processes regarding staffing, meeting space, and frequency.
- To serve as "check and balance" for Grade-Level Teams relating to continuation of intervention and assessment for implementation.
- Assess previous academic data correlating with previous academic programs for goal attainment.
- Promotion of teacher and student excellence through the inclusion of performance incentives.

Title 1, Part A

1. Conduct a comprehensive needs assessment that identifies specific areas of academic need for all of the various populations of students at the school (including migrant students). As a result of this needs assessment, the resulting plan should reflect:

- \*Challenging goals
- \*Identified areas of instructional strengths and weaknesses
- \*Use of data driven decision-making
- \*A strong understanding of high effect size strategies

2. Employ reform strategies designed to improve instruction throughout the school so that all children can meet the state's proficient and advanced academic levels. Some of the strategies that should be included are:

- \*Strengthen the core academic program through use of effective methods and strategies that reflect scientifically based research.
- \*Increase the amount and quality of learning time (such as extended school year, before and after school and summer school programs and opportunities) and help provide an enriched and accelerated curriculum.

\*Include strategies to meet the needs of historically underserved populations and those students who are most at risk of not meeting the state standards.

3. Ensure that instruction is provided by highly qualified teachers.

4. Provide high quality and ongoing professional development for teachers, principals, paraprofessionals, and others as appropriate.

5. Implement strategies to attract high quality and qualified teachers to high needs schools.

6. Increase parental involvement in student achievement, in accordance with the requirements in section 1118.

7. Include teachers in the decisions regarding the use of academic assessment in order to improve the achievement of individual students and the overall instructional program.

8. Provide timely and effective assistance for students having difficulty meeting the proficient and advanced levels of academic performance.

9. Coordinate Title 1 with other Federal, State, and local resources, services, and programs.

#### Title I, Part C - Migrant

Help students develop oral and written language, and other communication skills. Also, focus on reading, mathematics and other core subjects to improve student achievement.

#### Title I, Part D

1) Improve educational services for children and youth who are neglected or delinquent so that they have the opportunity to meet challenging State academic content and achievement standards.

2) Provide these students with services so that they can successfully transition from institutionalized to further schooling.

3) Prevent at-risk youth from dropping out of school, as well as, provide students returning from detention centers a support system to ensure their continued education .

4) Provide students with incentives to assist with student interest in school and staying on track.

#### Title II

1) Provide quality professional development activities that improve the knowledge of teachers, administrators, and paraprofessionals.

2) develop and implement initiatives to promote retention of highly qualified teachers and administrators to improve the quality of teachers and administrators.

3) Develop and implement mechanisms and initiatives to assist in recruiting, hiring, and retaining highly qualified teachers, administrators, and classified employees.

#### Title III

1) increase English proficiency and academic achievement in core academic subjects of LEP students by providing high-quality language instruction programs and content area teaching.

2) Provide high-quality professional development to enable classroom teachers to deliver effective sheltered content and English language instruction.

3) Develop, implement, and provide summer opportunities for English language and academic content instruction for LEP students.

#### Title VI, Part B

N/A

#### Title X, Homeless

Ensure that each homeless student have equal access to the same free, appropriate public education, provided to other students. Further, homeless students will have access to the education and other services needed to ensure that they have an opportunity to meet the same challenging state student academic achievement standards to which all students are held. Our SAFE homeless program includes: Free backpacks and supplies to our coded students only and if any is left over we give out these to our needy students after October.

Our SAFE homeless program includes:

- Free backpacks and supplies to our coded students only and if any is left over we give out these to our needy students after October.
- Community resources for health issues, food, clothing, housing help, and other financial help are given to ALL our coded homeless kids and referred needy kids.
- Free food and gift cards at Thanksgiving and Christmas

- Social worker referrals-clothing, hygiene products for students
- ELC support staff-gives money for PE clothes
- SAFE money or ELC money for field trips as needed
- Free books from the ELC
- Ongoing help with many community resources, etc.

## SAI

Our academic intervention programs are used to help students gain knowledge and to help students not be left behind. Supplemental instruction strategies may include, but are not limited to:

- 1) modified curriculum
- 2) reading instruction
- 3) intensive math instruction
- 4) after-school instruction
- 5) weekend supplemental instruction
- 6) tutoring
- 7) mentoring
- 8) class size reduction
- 9) intensive skills development in summer school and other methods to improve student achievement

Targeted Lee Middle school students who have been retained due to a low FCAT score; failing grades; or who need extra academic support will be offered an array of intensive interventions and expanded learning options. The following strategies and interventions will be utilized for the students in the program:

- Monitor progress book, homework and attendance on a weekly basis
- Meet weekly with targeted students to review their grades and to set weekly goals and to review past weeks performance
- Collaborate with the students' teachers, guidance counselors, and administrators
- Communicate with parents as needed and quarterly to inform them of their child's academic performance
- Work with high school guidance counselors when 8th grade students transfer to the next grade to help make a smooth transition to their new school

## Violence Prevention Programs

1. SAFE Coordinator will participate in the completion of the violence prevention program assessment and support the development and implementation of an action plan.
2. School staff, students, parents must agree to participate in the violence prevention program assessment planning and action process.
3. SAFE Coordinator implements prevention programs to include:
  - School Environment assesses policies/procedures and practices related to violent/aggressive behavior.
  - Curriculum & Instruction assesses violence prevention curricula and instructional strategies for evidenced-based practices/approaches.
  - Student Programs assesses violence prevention activities available to students.
  - Student Services assesses violence prevention/intervention services provided by school-based staff and community partners.
  - Different Programs assesses professional development opportunities available to school staff related to violent/aggressive behavior.
  - Family and Community assess involvement of parents/guardians and the community in the violence prevention program.

## Nutrition Programs

Provides nutritionally balanced, low-cost, reduced or free lunches to students each school day. Making eligibility determinations for free and reduced price meals for the School Year 2012-13 by using the federal Income Eligibility Guidelines. Also, students start their day with the School Breakfast Program--- free breakfast to all students. Access to the nutritious programs such as the National School Lunch Program and National School Breakfast Program help to create a strong learning

environment for students and help to improve the student's concentration.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

CTE

Promote the development and education of adolescents, especially focusing students' attention on career opportunities and training. Lee Middle helps students plan for a career by doing the following:

- Explore with students how they can successfully live and work in a culturally diverse world.
- Help students recognize their interests, aptitudes, and abilities, and understand adult roles.
- Help students understand the broad scope of work and career possibilities available currently and in the future.
- Help students broaden their aspirations beyond the stereotypes of gender, socioeconomic status, and ethnicity.
- Integrate vocational and academic education to promote intellectual development, and the acquisition of higher level think and problem-solving skills.
- Assist with students' development of social skills, personal values, and self-esteem.
- Work with families to support their children's career aspirations.

Job Training

N/A

### **School Advisory Council (SAC)**

#### **Membership**

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

Name	Stakeholder Group
Barbara Shackelford	Teacher
Alfreda Huntington	Parent
Danita Bacchus	Parent
Sandy Houston	Parent
Mindi Rackliff	Parent
Ellen DeLoach	Parent
Pamela Pare	Parent
Jackie Kelvington	Parent
Yisel Matos	Parent
Kristin Kirven	Parent
Ashley Bedell	Teacher
Heather McGaughey	Parent
Jen Hedrick	Parent
Laurie Scussel	Parent
Erin Murphy	Parent
Diane Hodgman	Teacher
Cynthia Haupt	Principal
Jimmy Say	Teacher
Falisha Olowu	Teacher
Juliette Harvey	Parent
Kimberly Brown	Parent
Kyra Tookes	Student
Emaury Huntington	Student

## 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 school improvement plan was discussed with last years SAC committee in our September meeting. The committee discussed the different goals and took parent questions/comments/concerns about the goals. The committee used that feedback to adjust the goals to meet the needs of the school and still address the SAC committee concerns as well.

### *Development of this school improvement plan*

The SAC has reviewed last year's school improvement plan and student assessment data. Revisions to the school improvement plan were made based on student data as a result of programs and strategies utilized from the previous years plan. SAC has and will continue to vet strategies and programs based on progress monitoring data collected throughout the school year.

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

The budget was reviewed with the SAC committee when it was released. An overview of the budget was discussed as well as personnel needs for the upcoming school year. SAC members were

involved when there was a budget reallocation at the beginning of the school year. The committee was involved in determining the needs of the school and how the remaining funds would be utilized.

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

School improvement funds will be used to provide professional development and incentives for continuous academic achievement.

Substitute Teachers for Professional Development - \$4500

-instructional rounds

-Math department training

-Language Arts department training

Incentives for Academic Achievement - \$2000

**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
Say, Jimmy	Instructional Coach
Hipworth, Alexandra	Teacher, K-12
Keeler, Doris	Teacher, K-12
Olowu, Falisha	Teacher, K-12
Quarles, Jennifer	Assistant Principal

**Duties**

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

School-wide activities to promote literacy:

Nook Book Club- Students who participate in this group receive a Nook, and each Thursday morning, they meet to discuss what they are reading.

Battle of the Books- Each year, a team of students competes in this competition sponsored by SSYRA.

Reading Counts- This is our school-wide reading program. Based on progress, students receive prizes through the "Reading Counts Store."

Literacy Week- Each year, we participate in this state-side initiative to increase independent reading.

Summer Reading Programs- Using programs including "Scholastic Summer Reading Challenge" and "MyOn Reading," we promote independent reading during summer break.

Orange County Library System- Periodically, we conduct book talk visits with seventh grade classrooms.

Classroom-based activities to promote literacy:

-Modeling and co-teaching Read 180 and Achieve 3000 Lessons.

-Facilitating "Building Academic Vocabulary" (BAV) program for new teachers and model lessons.

-Conduct data conversations with teachers and students to make individual instructional decisions and set learning goals.

- Implement interventions for students struggling with reading in their classrooms.
- Develop quality lesson plans by planning high level questioning techniques to drive instruction.
- Ensure the use of informational and high complexity text within classrooms.

## 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**

At Lee Middle School every department has common planning. This allows teachers to meet with their PLC's to create common assessments and lesson plans without using time outside of the workday. Teachers created deliberate practice groups based on their chosen element to encourage collaboration and a family they could go to with concerns/questions. We have numerous events planned such as our Water for Life dessert social, IB Cook-Out night, Thanksgiving School Dinner and campus beautification projects. All teachers, students and community members are invited to attend these events.

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

The principal meets with all instructional staff regularly; Principal.  
Mentor program partnering new teachers with a highly qualified veteran teacher, and Lee Buddies partner a new to Lee teacher with a veteran Lee teacher; Principal, CRT, API  
Encourage professional development opportunities; CRT/Coaches, Leadership Team.  
PLC's with teachers and Leadership team members to discuss, plan and implement strategies and lessons; Leadership Team.  
Teacher Recognition Program; PTSA, SAC, Title 1 Officers, Hospitality Committee.

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

Rational: Mentor/Mentee pairings decisions were based on a number of different factors including proximity, teaching alike subjects areas, promoting collaboration and the sharing of ideas to increase student achievement for both side of the relationship, and reflection on teaching practices.  
Planned Activities: Regular meetings between the mentor/mentee and instructional coach if desired.  
Professional Development opportunities for both sides of the relationship. Modeling/Peer observation for professional growth and appropriate/useful feedback. Mentor/Mentee monthly breakfast meetings.

## 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***

Our teachers are reviewing the county MTP's and matching tasks to the Florida Standards and item specs. When PLC's create common assessments they focus both on Florida test item specs as well as the EOC specs for the district exams. Lesson plans are submitted and reviewed by the leadership team to ensure that the appropriate material is being covered. The leadership team conducts fidelity walks to ascertain alignment to the Florida Standards and meets with teachers and PLC's to make adjustments and provide support as needed.

#### 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**

Common Assessments are used in each curriculum area to give teachers a clear understanding of which standards students are mastering. The data from the common assessment is used by teachers to determine which students need additional help in order to master the content. Students who are identified as needing additional assistance are placed in small groups to work with the teacher or invited to attend tutoring provided in the morning or afternoon.

Data from district provided benchmark tests is also used to modify instruction. Any standard on the district test that shows more than 50% of the student population not mastering it becomes an area of focus in the classroom. All students are provided mini lessons on the standard and take a mini assessment to show mastery.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 5,040

Students enrolled in this program will receive digital instruction proven to get students authentically engaged in research based pedagogy that has consistently been shown to drive results.

**Strategy Rationale**

Students selected for tutoring programs have a historically demonstrated below grade level performance in math. The program we are using will conduct a diagnostic test and will provide differentiated instruction specific to a students areas of need. Progress in the system will be monitored periodically to ensure proper progress and student understanding.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Carr, Alex, alexander.carr@ocps.net

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

The data will be collected using Penda Learning progress monitoring tools and Moby Math achievement report. The effectiveness will be determined based on student growth. If students are performing at a higher rating the strategy will be deemed effective, if their performance drops or does not change a different strategy will be used with the student.

**Strategy:** After School Program**Minutes added to school year:** 2,520

Odyssey of the Mind is an international, creative, problem-solving program that was begun by Dr. Sam Micklus, a professor at Rowan University in New Jersey. The aim of the program is to provide creative problem solving opportunities for everyone and foster original and divergent thinking. Each year the Odyssey of the Mind organization publishes five different long-term problems. Students work in teams of up to seven members under the guidance of an adult coach to plan, create, and present their solution to one problem at the regional competition. Also, at the competition the teams are presented a spontaneous problem to solve on site. A team's standing in competition is determined by its combined Long-Term score, Style score, and Spontaneous score. If selected, the team can advance onto the state and world competitions.

**Strategy Rationale**

This program benefits students because it provides the following:

1. Students learn teamwork. They appreciate and understand others and they learn that group is a more powerful thinking force than an individual.
2. Students develop a sense of self-respect and respect for others through brainstorming, role-playing, and team building exercises.
3. Student learn how to persevere when a possible solution fails and are directed to learn from mistakes.
4. The program provides hands-on learning experiences that meet STEM and core-curriculum standards.
5. Each problem integrates language arts, performing arts, science, and math skills.

**Strategy Purpose(s)**

- Enrichment

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

Pare, Pam, pam2s@aol.com

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

- We will determine the effectiveness of the program by the student's individual response to the activities, as well as, their ability to apply teamwork skills to cooperative group classroom activities.
- Effectiveness can also be determined by whether the teams place in the regional, state, or world competitions.

**Strategy:** Before School Program**Minutes added to school year:** 2,860

The competition club competes in the First Lego League (FLL) Robotics Competitions. These competitions are broken out into 3 categories:

- a. Core Values –focuses on developing interpersonal skills and the ability to work as team
- b. Project – focuses on interacting with professionals in the business community and devising a ‘real world’ solution to a ‘real world’ problem
- c. Robot Game – focuses on designing and programming a robot to complete as many challenges in a 2:30 robot contest.

**Strategy Rationale**

To expose students to mechanical engineering and software engineering concepts in a friendly and competitive way.

**Strategy Purpose(s)**

- Enrichment

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

Daugherty, Michael, michael.daugherty@ocps.net

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

Student trial and error will be evaluated as they test and prepare for the upcoming competition. Overall effectiveness of the program will be determined based on student performance/ preparedness for competition.

**Strategy:** Before School Program**Minutes added to school year:** 1,980

Students from all grade levels participate by selecting, reading and discussing novels as a group with guidance from the facilitator. All book selections are read on Nook tablets, which were purchased by a grant from the Foundation for OCPS.

**Strategy Rationale**

Students will practice reading and discussing characters, plot and writing style, while gaining additional experience with technology. The goal is to promote reading for pleasure and to develop critical reading skills.

**Strategy Purpose(s)**

- Enrichment

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

Hipworth, Alexandra, alexandra.hipworth@ocps.net

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

Reading Counts quizzes and SRI (Lexile) growth.

**Strategy:** Extended School Day

**Minutes added to school year:** 1,680

Students enrolled in this program will receive additional standards based instruction catered toward current areas of need.

**Strategy Rationale**

Students selected for this program will be taking either high school EOC exams or are enrolled in an advanced math class which assumes they have previous knowledge that not all students have.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Haupt, Cynthia, cynthia.haupt@ocps.net

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

Student performance on classroom common assessments, progress reports, and report cards will be used as data to help determine students progress and areas of need. Additional instructional time will be adjusted to fit students specific needs.

**Strategy:** Before School Program

**Minutes added to school year:** 1,980

Students from all grade levels will read the Sunshine State Young Readers' 2014-2015 book list (15 books total). Students will create and answer study questions as a group to learn and retain important details from each book. The school team will compete against middle school teams from across Orange County in April 2015.

**Strategy Rationale**

Students read books that are a variety of genres, reading levels, and complexity to strengthen comprehension, team-building and study skills.

**Strategy Purpose(s)**

- Enrichment

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

Hipworth, Alexandra, alexandra.hipworth@ocps.net

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

Students will take Reading Counts quizzes to check their comprehension of books read. Battle of the Books competition results will be available in April 2015.

**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***

Lee Middle School has been working closely with 3 of it's main feeder schools to ensure a smooth transition. The 6th grade guidance counselor, an admin member, and our IB coordinator set up meeting times to speak with teachers and parents at the elementary schools. We sent middle school preparedness packets over so that 5th grade teachers could begin to prepare their students for what was to come. Incoming 6th grade students come to Lee MS for a tour and introduction to middle school half day event. Incoming 6th grade IB students shadow a current 6th grade IB student for a day near the end of the school year. Over summer new IB parents are invited to come for an informational event that covers what to expect as the parent and school expectations as well. During pre-planning we host a new student orientation to welcome all new students of any grade level, provide information and allow them to explore campus as well.

For our outgoing student we work with the high schools to identify students who are in need of extra assistance over the summer to try to get them caught up in reading or math to their peers. We also host orientations for the main feeder schools so the students can hear expectations, offerings and gain school information before they leave the 8th grade. The high school guidance counselors also sit with our 8th graders and create their desired schedules to help them be successful during their first year in high school.

### **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***

Academic and career planning is taught through classroom guidance at all grade levels as well as more intensive learning through career exploration classes. Each student schedule reflects the most rigor deemed appropriate by school counselor based on previous grades, academic test scores and/or teacher input.

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

As an IB school, all core content areas as well as exploratory areas focus on the IB principles which connect students to the relevance of their classroom learning to real world applications. By integrating career courses and career components into multiple courses, the school promotes students current studies to their future career goals.

Lee Middle School offers Introduction to Information Technology to our 8th grade students. Students have the opportunity to earn high school credit, college credit and industry certification- Internet Business Associate Certification.

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

College and career readiness is emphasized at all grade levels through classroom guidance, instruction through content areas, and a school wide college and career awareness initiative. From every classroom, hallway, office and even the cafeteria, postsecondary options are promoted throughout the entire campus.

By integrating career courses and career components into multiple courses, the school supports students current studies toward their future career goals.

***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 in all core academic areas by using standards based instruction.

## 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 in all core academic areas by using standards based instruction.** 1a

G049469

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	65.0

**Resources Available to Support the Goal** 2

- district coaches
- district curriculum tools
- test item specifications
- common planning times
- school based coaches

**Targeted Barriers to Achieving the Goal** 3

- Lack of understanding of standards based planning

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

Student achievement will increase in all core academic areas using standards based instruction, improvement will be seen in the quality of standards based lesson plans and common assessments as well as student success rate.

**Person Responsible**

Cynthia Haupt

**Schedule**

On 6/5/2015

**Evidence of Completion**

Standards based lesson plans and common assessments, improved results of common assessments, mini assessments, EOC scores and FSA scores

## 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 in all core academic areas by using standards based instruction. **1**

 G049469

**G1.B1** Lack of understanding of standards based planning **2**

 B123739

**G1.B1.S1** Teachers will use the NLC systematic planning process. **4**

 S135593

### Strategy Rationale

To ensure the fidelity of teacher planning, ensure scope and sequence is being followed and adhere to MTP pacing.

### Action Step 1 **5**

Introduce the lesson planning template

#### Person Responsible

Alex Carr

#### Schedule

Annually, from 8/11/2014 to 6/5/2015

#### Evidence of Completion

Power point of lesson plan template and sign in sheet during PLC

## Action Step 2 5

PD to chunk the unit plans to fit into individual departmental needs

### **Person Responsible**

Alex Carr

### **Schedule**

Annually, from 8/11/2014 to 6/5/2015

### **Evidence of Completion**

sign in sheet, first unit plan turned in

## Action Step 3 5

Leadership team reviews lesson plans and common assessments and revise as necessary

### **Person Responsible**

Cynthia Haupt

### **Schedule**

On 6/5/2015

### **Evidence of Completion**

Ongoing lesson plans and common assessments that are submitted

## Action Step 4 5

Discussing revisions of lesson plans and common assessments with PLC's

### **Person Responsible**

Cynthia Haupt

### **Schedule**

Weekly, from 8/11/2014 to 6/5/2015

### **Evidence of Completion**

PLC minutes

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

Lesson plans and Common Assessments

**Person Responsible**

Cynthia Haupt

**Schedule**

Weekly, from 8/11/2014 to 6/5/2015

***Evidence of Completion***

Lesson plans and common assessments will be standards based.

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

Teachers will deliver quality instruction.

**Person Responsible**

Cynthia Haupt

**Schedule**

Weekly, from 8/11/2014 to 6/5/2015

***Evidence of Completion***

Improved lesson plans and standards based common assessments.

**G1.B1.S2** Leadership team will develop a strategy for reviewing lesson plans and common assessments. 4

 S135600

### **Strategy Rationale**

Ensure that common assessments are standards based and that lessons are designed to address the common assessments.

### **Action Step 1** 5

Create a calendar of dates that common assessments and lesson plans are due.

#### **Person Responsible**

Cynthia Haupt

#### **Schedule**

On 6/5/2015

#### ***Evidence of Completion***

Evidence will be the calendar of dates

### **Action Step 2** 5

Meet in teams to review and assess lesson plans and common assessments

#### **Person Responsible**

Cynthia Haupt

#### **Schedule**

Biweekly, from 8/11/2014 to 6/5/2015

#### ***Evidence of Completion***

collaborative teams will meet regularly with sign in sheets

### Action Step 3 5

Provide feedback to PLC's

**Person Responsible**

Cynthia Haupt

**Schedule**

Weekly, from 8/11/2014 to 6/5/2015

**Evidence of Completion**

PLC minutes and revised common assessments and lesson plans as necessary.

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

There will be a written strategy for reviewing lesson plans and common assessments

**Person Responsible**

Cynthia Haupt

**Schedule**

On 6/5/2015

**Evidence of Completion**

Evidence is the written strategy for reviewing lesson plans and common assessments.

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

Teachers will deliver quality instruction.

**Person Responsible**

Cynthia Haupt

**Schedule**

On 6/5/2015

**Evidence of Completion**

Improved lesson plans and standards based common assessments.

## 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.S2.A1	Create a calendar of dates that common assessments and lesson plans are due.	Haupt, Cynthia	8/11/2014	Evidence will be the calendar of dates	6/5/2015 one-time
G1.B1.S1.A1	Introduce the lesson planning template	Carr, Alex	8/11/2014	Power point of lesson plan template and sign in sheet during PLC	6/5/2015 annually
G1.B1.S2.A2	Meet in teams to review and assess lesson plans and common assessments	Haupt, Cynthia	8/11/2014	collaborative teams will meet regularly with sign in sheets	6/5/2015 biweekly
G1.B1.S1.A2	PD to chunk the unit plans to fit into individual departmental needs	Carr, Alex	8/11/2014	sign in sheet, first unit plan turned in	6/5/2015 annually
G1.B1.S2.A3	Provide feedback to PLC's	Haupt, Cynthia	8/11/2014	PLC minutes and revised common assessments and lesson plans as necessary.	6/5/2015 weekly
G1.B1.S1.A3	Leadership team reviews lesson plans and common assessments and revise as necessary	Haupt, Cynthia	8/25/2014	Ongoing lesson plans and common assessments that are submitted	6/5/2015 one-time
G1.B1.S1.A4	Discussing revisions of lesson plans and common assessments with PLC's	Haupt, Cynthia	8/11/2014	PLC minutes	6/5/2015 weekly
G1.MA1	Student achievement will increase in all core academic areas using standards based instruction, improvement will be seen in the quality of standards based lesson plans and common assessments as well as student success rate.	Haupt, Cynthia	8/25/2014	Standards based lesson plans and common assessments, improved results of common assessments, mini assessments, EOC scores and FSA scores	6/5/2015 one-time
G1.B1.S1.MA1	Teachers will deliver quality instruction.	Haupt, Cynthia	8/11/2014	Improved lesson plans and standards based common assessments.	6/5/2015 weekly
G1.B1.S1.MA1	Lesson plans and Common Assessments	Haupt, Cynthia	8/11/2014	Lesson plans and common assessments will be standards based.	6/5/2015 weekly
G1.B1.S2.MA1	Teachers will deliver quality instruction.	Haupt, Cynthia	8/11/2014	Improved lesson plans and standards based common assessments.	6/5/2015 one-time
G1.B1.S2.MA1	There will be a written strategy for reviewing lesson plans and common assessments	Haupt, Cynthia	8/11/2014	Evidence is the written strategy for reviewing lesson plans and common assessments.	6/5/2015 one-time

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

## Technical Assistance Items

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

## Budget Rollup

Summary	
Description	Total
Grand Total	0