

Lawton Chiles Middle Academy



2014-15 School Improvement Plan

Lawton Chiles Middle Academy

400 FLORIDA AVE N, Lakeland, FL 33801

<http://www.lcmaknightsonline.com/>

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

26%

Alternative/ESE Center

No

Charter School

No

Minority

41%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	22
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	28
Appendix 2: Professional Development and Technical Assistance Outlines	29
Professional Development Opportunities	30
Technical Assistance Items	32
Appendix 3: Budget to Support Goals	33

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to guide each student to attain extraordinary achievement with a continuous desire to learn in an ever changing global environment.

Provide the school's vision statement

The Lawton Chiles Middle Academy family, consisting of students, faculty, staff, parents, and the community are partners in guiding our students' education by...

- Developing a high interest in all academic areas with an emphasis on math, science, and technology;
- Enabling students to maximize the development of their talents in music and the arts;
- Providing a safe and orderly environment that is student-centered;
- Promoting high expectations academically, socially and technologically;
- Equipping students to work at their highest capability;
- Stressing verbal and written communication;
- Focusing on the development of critical thinking and problem-solving skills;
- Integrating real world situation into the classrooms;
- Encouraging an acceptance of cultural differences, ideas, feelings and talents through cooperative learning and social skills development;
- Linking technology to learning in the classroom and developing proficiency in computer usage; and
- Demonstrating strong parent support and commitment for the education of their child.

School Environment

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

Establishing a rapport between teachers, students, administrators and parents is a major area of focus for Lawton Chiles Middle Academy. Teachers develop unit and lesson plans specifically with the intent of learning more about their individual students. As a middle years International Baccalaureate program, learning and sharing about cultures is a daily component to our school experience. For instance in the beginning of the year, sixth grade social studies teachers lead students in a unit entitled "Who Am I" which provides students the opportunity to share their background, their culture and their life experiences. Seventh and eighth grade teachers expand the concepts of cultures across the curriculum as each subject area addresses and celebrates our LCMA students' cultures. Our hallways serve as an art gallery displaying the various countries from which our student can trace their heritage. As an IB school, inquiry based learning is a fundamental part of each day's lesson. The inquiry model is used for curriculum but also has a means to gain understanding and knowledge of each student in the class. A school-wide honor policy that is reviewed and implemented throughout the school year is another way Lawton Chiles encourages respect.

Teachers at LCMA work with students after school, during planning periods, and even during lunch in order to meet the needs of individuals. They often communicate with their students via texting and email. Parent volunteers are also a vital part of the rapport-building process. Parents give of their time to visit classes at LCMA to provide experiences that introduce our students to various cultures (i.e. Indian parent sharing how to dress in a sari and how to participate in special Indian cultural dances). Parents also collect special artifacts from various countries for display at school in main hallways.

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

Learning can only occur after students feel safe. On the LCMA campus students see numerous teachers on duty before, during and after school to ensure their personal safety and provide a welcoming environment. Students arriving on campus report to the gym until the appropriate bell releases them to their lockers. Teachers monitor the students in the hallways between classes, and before and after school. Sixth graders have the majority of their classes in a separate building from the 7th and 8th graders and eat lunch as a grade level. During the day all classroom doors are locked, and the campus is gated and locked with a security buzzer being the only entrance to campus during the school day. Once a visitor gains entrance his or her drivers license is scanned and a badge is issued to be worn while the visitor remains on campus. These badges automatically become void after a certain number of hours so they can not be re-used. The teacher parking lot has a security gate that can only be opened with a code that is used only for staff members. Per state law, LCMA conducts monthly fire drills along with the other emergency drills including tornado and lock-down drills. Lawton Chiles Middle Academy is unique in that each classroom contains emergency straps used to secure classroom and office doors from the inside to ensure that even if one were to break a window, an assailant would not be able to enter. Each classroom also contains emergency supplies such as water, refreshments and portable commodes.

Because bullying can be an issue, LCMA has many strategies in place to educate, prevent and address bullying. All teachers receive an in-depth training annually and conduct a series of lessons related to bullying each year. If a student feels threatened or bullied, the office has a "bully box" which is an anonymous way for students to report any concerns. This box is checked by the administration and follow-up is swift and thorough. Students are informed about this opportunity to share their concerns throughout the year. For parents our school web page includes links to resources about bullying and cyber-bullying information and prevention.

Mutual respect between teachers and students is a necessary component to learning. In addition to establishing a rapport and learning about each other, teachers and students live by the IB Learner Profile, which is a list of ten characteristics we strive to develop in all stakeholders. This Learner Profile is a fundamental component school-wide, is displayed and addressed in every classroom, and fosters respect within our school community. Additionally, our teachers actively look for opportunities to "catch a student doing a good". Each student carries a Knights in Training (KIT) card that has a place for what our school calls Chivalry Marks. This is a place for teachers to recognize students for excellent behavior and choices, leading to rewards for students who receive these positive comments. In our student agendas, our school's high expectations, both academical and behavioral, are outlined and reviewed with all students. This specifically mentions being respectful in behavior and language. Dress is another area in which both teachers and students can demonstrate respect. Our teachers dress professionally, and our students wear school uniforms. These uniforms are worn as a symbol of school pride. Research has shown that uniforms make children feel self-confident and reduce distractions so the student can concentrate on what's important: learning.

All of these elements contribute to the atmosphere that is unique to Lawton Chiles Middle Academy: a focus on professionalism, mutual respect, academics and the development of the whole-child.

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

In order to create a safe learning environment to ensure academic success, the parents, students and the school must work together. Supporting our students' behavioral, social, and academic progress is critical to their success. There are a few basic things that all adults must do to guarantee student achievement.

- Teaching behavior: All behaviors are skills, and the skills students use are learned from us. Follow these simple steps when teaching students how to act.

- o Have a clear idea of what we want them to do
- o Explain and model this behavior for them. Do we want them to learn how to follow our directions? Be very clear about what we are asking them to do, and show them how to do it.
- o Give them opportunities to practice.
- o Praise them when they do it themselves. We progress in small steps, do not expect perfect behavior the first time.
- o Realize that punishment teaches what to stop doing; punishment does not teach a student what to do. Teaching will reduce the unwanted behavior and increase the successful behavior.
- Communication between school and home is another key to success. When parents contact a teacher or someone else at the school they can expect a helping response. In addition, when the teacher/school contacts the parent it is expected that the parent will respond to the school.
- Mutual support: Parents and teachers have to support each other when their student is struggling with an aspect of school success.
- Relationship: Respect, concern and a dedication to helping our students be successful will take us a long way together.

We at Lawton Chiles Middle Academy believe that behavior is a choice and we all choose how we react to circumstances every day of our lives. In order for us to continue to provide a safe environment both parents and students must be aware of our high expectations. To that end, all parents must sign a contract acknowledging school policies related to behavior and consequences. For misbehavior classified as minor, LCMA uses our K.I.T. (Knights in Training) cards carried by each student throughout the day. Teachers sign the card for minor infractions, and it serves as a communication tool with parents. The greater the number of marks, the more severe the consequences. Each card lasts for six weeks, at which time the 1st period teacher collects the cards and issues new ones of a different color. Students receiving 10 marks are given a yellow Caution Card at the end of the six week period. Students on a Caution Card must have a parent accompany them on field trips or receive alternate assignments at school. They also may not participate in intramurals/extramurals, school dances, the annual ice skating party, or the yearbook signing event. These students receive assigned seats in the lunchroom while on this card. Students who receive no more than 4 marks on this card will go back on a regular card at the end of the six weeks. That small number of our students who fill this yellow caution card receive a Red Card. Students on a Red Card are under the same restrictions as those on a Caution Card with the added consequence of being restricted from participating in the eighth grade party at the end of the year. Students who receive no more than 4 marks on this card will go back on a Caution Card at the end of the six weeks. This system of KIT cards is an effective communication tool between parents, students and teachers. It allows parents to intervene and assist with correcting student behavior before a major problem occurs.

Major behavior incidences result in referrals to the office which leads to consequences in accordance with the Polk County Student Code of Conduct Handbook.

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

Ensuring that our student's social-emotional needs are met here at Lawton Chiles Middle Academy is imperative to student success. In order to ensure these needs are met, a Problem Solving Team that consists of an Administrator, Guidance counselor, ESE teacher, a teacher from each subject area and School Psychologists meet on a regular basis too discuss intervention opportunities.

If a student has any social-emotion needs, the PST reviews student behaviors and the possible causes/reasons for the behavior. The team will then implement an Intervention Plan that is specific to the students' needs and consist of the following components: problem/target, hypothesis, measurable goal, intervention/plan, planned reinforces, fidelity implementation, intervention support and progress monitoring. Along with the intervention plan, the Problem Solving Team submits a complete mental health referral plan and a parent permission form to our designated district contact. In the final step of the process, the district contact reviews the Response to Intervention paperwork and communicates

the proper Mental Health Services that are necessary to ensure that the students' needs are met. Although this resource is typically utilized through the ESE department, our general education students have the opportunity to receive these services as well. In addition Our school website includes links to information for parents about crisis counseling.

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

Students that are absent for 89% or more receive district generated letters informing the parents....????

Students that are suspended are given the opportunity to make-up missed assignments inspite of the number of times a student is suspended.

Students failing ELA or math are contacted by the guidance counselors. Parent conferences are scheduled for these students and form letters are sent to parents notifying them that their student may be in jeopardy of failing for the school year if no improvements are made. Students go on academic probation if there is no evidence of improvements. Students on academic probation are monitored weekly by the guidance counselors.

Students that earn a level one on the FCAT test in ELA or Math are provided remediation in intensive math and/or reading classes that will work with students on their skill deficiencies. These teachers conduct face-to-face meetings with parents to discuss student progress and provide available resources to support student learning at home.

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	0	0	0	
One or more suspensions	0	0	0	
Course failure in ELA or Math	11	9	12	32
Level 1 on statewide assessment	3	6	7	16

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

Indicator	Grade Level	Total
	8	
Students exhibiting two or more indicators	1	1

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

Students with two or more early warning indicators are referred to our guidance counselors. Guidance counselors meet with these students to further assess the situation. After which, parents are contacted and referrals to other agencies are made as necessary.

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

Often middle schools struggle to find meaningful ways for parents to interact with their school and students in a positive fashion. The goal at Lawton Chiles is for parents to experience sustained, positive involvement and meaningful opportunities to contribute to the school climate and culture in order to assure that discipline is minimized and that every student has a strong sense of belonging. To accomplish this, the process begins even before a student begins the first day. All new parents and students attend an orientation which includes a video, a PowerPoint presentation, a school tour and question/answer period. At this time, students and parents are introduced to the school mission and vision. Time is available for discussion with each student/parent regarding individual test scores, ESE placement, and scheduling concerns. At this time parents are also presented with information about the many and diverse opportunities available so they may take an active role in their child's education. Lawton Chiles has an open door policy allowing parents to speak with the principal, assistant principal and/or guidance counselors without an appointment.

Our principal has always placed an emphasis on communication between school, home and the community. That commitment to creating and maintain strong ties is evident as 99% of the LCMA parents have provided email addresses in order to regularly communicate with teachers and administrators. Teachers use an online grade system that allows students and parents to enjoy the benefits of real-time, anytime grade information from all of their classes through the Pinnacle Parent Internet Viewer. Through a district-based system parents may use a one-click online system that keeps them informed of lunch accounts, grades, academic history, and other information. Parents also receive regular email updates from the principal through the district's listserv system. Our school also uses an electronic call-out system to notify parents of absences as well as emergency information. LCMA continues to strive toward our goal of paperless and real-time communication between school, home and our community.

For school staff, the question to parents is not WILL you be involved but HOW would you like to be involved. Parents serve as volunteers in the office and in the classrooms, working with small groups to facilitate differentiation. They participate in community service projects with the students and are enthusiastic cheerleaders for all students as they organize and chaperone outdoor picnics to Munn Park and other downtown venues. They corral hot air balloons so they do not escape into nearby road and assist with accurate measurements of the beans and rice for the famine relief projects. On any given day parents can be found in all areas of the school and even off campus, working with teachers to develop schedules and assist with project learning experiences for the three-day student/teacher extended learning activity to the Keys.

Parents are also involved in the governance of the school through various avenues. One of these is the School Advisory Council which meets monthly and is comprised of community members, parents, teachers, students and administrators. This council mirrors the racial and economic make-up of the school community. Through this committee parents and community members assist in setting annual goals for LCMA as well as contributing strategies and ideas for reaching these goals. They assist with the development of the School Improvement Plan and review and approve various budgets related to this plan. Parents are an integral part of LCMA's accreditation process. During our review last year, parents served on various committees, provided input and feedback and met with the AdvancED accreditation team to participate in interviews. Additional opportunities for parents to impact the

school and its policies include serving on the uniform committee and the PTSA board. One measure of these successful parent and community-school partnerships is the 2,402 hours that our volunteers logged working with our school last year. As an extension of the community, the school regularly partners with various local organizations and charities which has resulted in many accolades:

- The Five-Star Community Award every year since 1996 awarded by the Florida Department of Education for our use of business partnerships, family involvement, student community service, volunteers, and our School Advisory Council
- The Little Red Schoolhouse Award from the State of Florida for innovative use of school-to-home communication
- The Golden School Award every year since 1992 given by the Florida Department of Education to recognize public schools with exemplary volunteer programs

Furthermore, the 31 Great American Teach-In participants who provided valuable real-world learning examples and career options to our students are just a snapshot of the strong partnership we have with our parents and school community. Numbers alone do not adequately tell this story. The Lawton Chiles Middle Academy historic building has blossomed from its days of neglect as a county-wide discipline center to an academic center of excellence that is a point of pride for its students, families, and the larger 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

Local community members play a valuable role at LCMA as they share business applications of the curriculum. They serve on our School Advisory Council, supporting the school and student achievement. Through their involvement, students learn about educational and career opportunities via events like the annual Great American Teach-In, the We3 Expo, where community members share about high school and career opportunities, and within the Technology Student Association (TSA) classes and Future Business Leaders of America (FBLA).

One of the new curriculum aspects we will be able offer our students this year is a Fab Lab (fabrication lab) that will be available to all students via the digital design course, a highly sought-after elective. The lab is a digital workshop equipped with laser-cutters, routers, 3D scanners, 3D milling machines, and programming tools. Students will need to learn how to use the latest technology, such as Computer-Aided Design (CAD) software, to create computer-based 3D models and a variety of laser-cutter programs to accomplish the task. Because of the advanced nature of this new course offering, LCMA will be involving many different business partners. Community members will play an integral role as they guide our students and share real-world applications of the equipment and technology used in this Fab Lab. In addition, business partners in fields such as construction, home remodeling and the technology sector will assist us with procuring the materials needed to fabricate the various products students create. For instance, when students design etched awards on marble or glass, business partners will be encouraged to provide these materials, enabling these partners to donate and recycle rather than discard. Connections in the public relations and marketing fields will prove valuable as students design and share their own brochures and pricing and service guides with prospective clients.

Our business partner, Wheelabrator, is returning this school year to work with our environmental studies class for the eighth year. They work directly with these students in the classroom providing supplies, research advice, project design ideas and transportation costs for field trips and the spring symposium. Wheelabrator helps connect the students with local experts in the fields of science and business. While learning about local environmental issues, the students determine how they can correct problems – including informing the public. In May of 2015, the students will attend the annual Environmental Symposium in Fort Lauderdale. There they use PowerPoint and video to show their research findings and community project at the symposium.

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
Hill, Cheryl	Assistant Principal
Faust, Tiffany	Teacher, ESE
Jones, Donna	Teacher, K-12
LeRoy, Sue	Teacher, K-12
Kallan, Susie	Other
Garcia, Debbie	Teacher, K-12
Hall, Victoria	Teacher, K-12
MacDonald, Susan	Other
Row, Beth	Guidance Counselor
Sholine, Jane	Teacher, K-12
Andrews, Brian	Principal

Duties

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

The school leadership team at Lawton Chiles Middle Academy is comprised of people holding the following positions: the principal, the assistant principal, the IB MYP coordinator, subject chairpersons, the ESE teacher, the librarian, and a guidance counselor. Our team meets quarterly and more often as needed. During these meetings we review, discuss and determine revisions to curriculum, to IB implementation, to safety issues, to our school improvement plan, and to our school's struggling students. Members of the leadership team are responsible for sharing information and outcomes from these meetings with their respective departments and committees. In addition each member of this leadership team will be responsible for a committee preparing our school for its upcoming IB evaluation visit. The leadership team will each chair one of the committees that will include each teacher on staff as well as parents, community members and students.

This team will meet on a regular basis to guide and support the weekly PLC meetings with our teachers by subject area. Plans for promoting a rigorous yet attainable curriculum will be discussed prior to meeting with weekly PLC groups and throughout the year. Data will be a strong component of this team's efforts as they plan how they will assist the classroom teachers in implementing the new IB MYP curriculum while encouraging interdisciplinary units when appropriate.

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

Not Applicable

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Eileen Davidson	Business/Community
Brian Andrews	Principal
Cheryl Hill	Principal
Teresa Urban	Teacher
Sue LeRoy	Teacher
Donna Jones	Teacher
Susie Kallan	Teacher
Michael Carter	Parent
Joe Joseph	Parent
Colley Lightsey	Parent
Amy Davis	Parent
Karina Della Sera	Business/Community
Steven Uiterwyh	Parent
Zelda Abram	Parent
Dr. Belkis Jones	Parent
Erin Gooding	Parent
Polycarp Agbara	Parent
Victoria Hunt	Education Support Employee
Holly Trischler	Business/Community
Faith Lisbon	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 majority of the School Advisory Council's meetings are devoted to the school improvement plan. Each year, the SAC committee analyzes data to determine our progression toward the projected goals and strategies. After reviewing progress, monitoring data, and tracking student achievement in reading, math, science and history/civics, council members evaluate the effectiveness of these strategies and make suggestions for next year's SIP.

Development of this school improvement plan

The school improvement plan is a living document created with input from all stakeholders. It serves as the basis for school purchases, professional development, and student learning activities. This plan is developed with significant input from our School Advisory Council. During our monthly SAC meetings, LCMA staff presents data along with suggestions or guidelines from the district about goals and objectives for this plan. The SAC discusses and suggests strategies along with evaluating the efficacy of last year's plan. We work together to identify barriers to student achievement and ideas for overcoming them. Staff members are responsible for documenting the information the group develops on the district SIP template. Once the plan is finalized, the School Advisory Council reviews the document and votes on its acceptance. At that point the SAC monitors its implementation and

effectiveness throughout the year. Evidence of this process is documented in the minutes of the LCMA SAC meetings.

Preparation of the school's annual budget and plan

Each year subject area chairs meet with their departments to identify and estimate costs associated with the new school improvement plan. This would include items such as training costs, costs for instructional materials and substitutes for collaborative planning sessions. These costs are tallied and presented to the SAC for their input and eventual approval.

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

School Advisory Council members will discuss and vote to approve the use of lottery dollars focusing on student achievement as the end result. Recognition funds are also a focus of the School Advisory Council and are voted on and approved when our school receives these funds.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Faust, Tiffany	Teacher, ESE
Garcia, Debbie	Teacher, K-12
Hall, Victoria	Teacher, K-12
Hill, Cheryl	Assistant Principal
LeRoy, Sue	Teacher, K-12
Jones, Donna	Teacher, K-12
Kallan, Susie	Other
MacDonald, Susan	Other
Row, Beth	Guidance Counselor
Sholine, Jane	Teacher, K-12
Williams, Leon	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiative for the LLT will be the implementation of literacy across the curriculum. Since achieving IB MYP authorization in June of 2012, the major initiative of this committee will be to continue to monitor and assist with unit development. Additionally, this team will serve in the capacity of the curriculum committee to - 1) Evaluate curriculum to ensure compliance with appropriate Florida Standards for that school level. 2) Evaluate proposed changes to the curriculum to insure the continued compliance with the State Standards and to meet specific learning needs. 3) Participate in

the determination of textbook budget allocation. 4) Where applicable, annually reviews the School's Curriculum guide and makes appropriate updates. 5) Hear appeals related to the assignment of more than three (3) preparations. 6) Work with the principal in determining the need for and the nature of any school based in-service programs, and make recommendations to the Administration regarding curriculum, school improvement and training. 7) The grade/department/team will meet to make recommendations to the principal in determining grade/department/team chairpersons. Make recommendations on the expenditure of funds allocated for materials and supplies.

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

Setting a tone of collaboration is a crucial ingredient to a successful school. As such, LCMA has several components in place to promote the expectation of working together in a positive manner. First of all, our master schedule was created so that each department shares a common planning period. Each week these departments meet together during a planning period in a professional learning committee (PLC) to discuss curriculum, upcoming units, assignments and assessments, student concerns, and best practices. Each subject area also meets together each semester for a full-day vertical planning session used for curriculum development and teacher training.

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

The principal works collaboratively with a diverse interview team and the county certification and recruitment office to recruit highly qualified, certified-in-field, effective teachers.

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

Mentoring, coaching, and induction programs support instructional improvement consistent with LCMA's values and beliefs about teaching and learning. This is evidenced by intensive orientation and follow-up training of new staff members regarding school policies and the IB MYP program; as well as, ongoing technology training and support. All teachers have access to records of pre/post conferences, meetings, walk-throughs and formal and informal observations which provide teachers feedback of their performance in the classroom.

At the beginning of each school year, the principal holds a new teacher orientation for all teachers new to our school. Teacher mentors are assigned to each new teacher. Each teacher mentor is available throughout the school year to support and answer questions from the new teacher.

Furthermore, teachers new to LCMA participate in a full-day orientation session regarding our IB middle years programme and its implementation. Teachers receive specific information about curriculum, unit development, expectations and assessment and grading.

In addition to teacher mentors, department chairpersons and the IB coordinator are valuable resources for teachers new to our school.

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

One of the most helpful tools in ensuring our instructional program is aligned to Florida Standards is the district learning map for the various subjects. In addition, recent district-approved textbooks with correlations to these standards are being used. CPalms is a website with which our teachers are familiar as we have shared this resource in PLCs and have had district personnel conduct professional development about it. One of our goals is to "put standards first" this year to ensure student achievement. All unit plans are created through teacher collaboration to promote unity within the curriculum. These units are based on Florida Standards, which are listed in the document. Each lesson's LEQ (lesson essential question) or guiding question originates from the Florida Standards.

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

LCMA uses data from several different sources. In order to appropriately schedule students in math and science, we use standardized test scores from the previous spring. Math also uses an algebra readiness test and a basic skills test to ensure accurate placement.

Because of the extensive collaborative planning that is part of the school culture, our teachers not only work together to create unit plans but also to create common formative and summative assessments. The formative assessments, while not always graded, are used to gauge student understanding of concepts and skills. Teachers use this data to adjust the next day's lesson in terms of pacing, re-teaching, and grouping students.

Students who have not attained proficiency on state assessments are placed in intensive reading and/or math courses. During the summer these students have been required to participate in summer learning through online programs that are monitored by a certified teacher. In addition to this summer learning requirement, each parent and child is required to attend a summer conference in which progress and an individualized learning plan are developed.

Since even with ability-level grouping, students exhibit differing levels of understanding throughout the year, teachers use a variety of strategies to ensure learning for all. For instance, in a language arts lesson on using varied sentence structure to improve written communication, students that demonstrate a lack of initial understanding will be asked to write sentences of specific structures with a great deal of teacher assistance and are able to resubmit their work with corrections after it's been evaluated. On the other hand, students showing a grasp of the concept will instead be assigned a more challenging task: find and identify the sentence structures in popular literature and justify your reasoning to the class.

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: Summer Program

Minutes added to school year: 1,800

All level 1 and 2 students in 7th and 8th grade are required to participate in an online reading and/or math summer program, working with a classroom teacher throughout the summer. Federal grant funds pay the teacher an hourly wage to work with our level 1 and 2 students. Parent conferences are held in July, as part of this online summer program.

Strategy Rationale

By providing an online option for Level 1 and 2 students, as well as a paper and pencil option for students who do not have access to technology during the summer; all students can benefit from continued instruction and feedback over these months. This is particularly advantageous as research shows that students from economically disadvantaged homes often fall behind during the summer months. By offering this reinforcement, students are provided the opportunity to enhance literacy and mathematical skills while receiving feedback and encouragement. Parents are partners in this summer learning strategy and are offered a variety of additional ideas and activities to expand summer learning beyond the summer offerings provided by the school.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Data was collected on the quality and quantity of work that was completed over the course of the summer learning program. In addition, student performance data in the areas of school grades and standardized testing will be compared to previous growth in those years without the summer learning program, for these students. Analyzing the effectiveness of the strategy via standardized testing will be challenging given the changes to Florida's standardized testing model; however, comparisons will be made both individually and by grade level groups. Longitudinal data over a three to five year period should provide trend analysis that is one measure of the success of these strategies.

Strategy: Summer Program

Minutes added to school year:

Teachers attended a 16-hour workshop (over two days) with national educational consultant, Karen Bailey. The focus of this workshop was "Designing Quality Classroom Assessments for Differentiated Learning."

Strategy Rationale

Lawton Chiles Middle Academy used the train-the-trainer model to provide instruction in the area of assessment design and differentiated instruction based on data from formative and summative assessments. Core teachers attending this training participated in the 16- hour workshop during the summer, then a full day follow-up during the school year and then trained those teachers in their respective subject areas.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Hill, Cheryl, cheryl.hill@polk-fl.net

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

To determine the effectiveness of this strategy, administrators will monitor teacher lesson plans to ensure that these strategies are being implemented. Data will be collected by teachers in the form of classroom assessments as well as standardized tests. Teachers will meet together in subject groups to analyze the data, both on the district data day and within PLCs.

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

Sixth Grade:

- Shadow Days: At the end of 5th grade, feeder elementary school students are assigned a 6th grade buddy to shadow throughout the school day.
- The music teachers and their students visit the main feeder elementary schools (5th grade) to perform and present information about LCMA's music program.
- Orientation: an evening meeting held for parents of incoming 6th graders in which fundamental topics are addressed (schedules, expectations, introduction of key staff, uniform policy, tours provided by Honor Society students, etc.)
- First day of school: the 6th grade team of teachers plan and implement a comprehensive introduction to 6th grade at LCMA. This includes explaining and providing a practice behavior management card (Knights in Training), reviewing the policies such as tardies, dress code and our honesty policy, etc.
- LCMA teachers of gifted meet with students and parents in the gifted programs at our feeder elementary schools at the end of 5th grade. These meetings provide a time for questions and answers about the school in addition to setting goals for the gifted education plans.
- At the beginning of the year, our ESE facilitator/guidance counselor meets with the parents of students with 504 plans in order to review them and discuss modifications that may be appropriate for

middle school.

- The ESE teacher meets with students and parents in the ESE programs at our feeder elementary schools at the end of 5th grade. These meetings provide a time for questions and answers about the school in addition to setting goals for the individualized education plans.

Eighth Grade:

- The 8th grade guidance counselor meets with each 8th grader to assist in developing a four-year plan for high school.

- LCMA works with the high schools in our feeder plan to offer students the opportunity to learn more about the many choices for high schools and the programs they offer.

- Students interested in high school sports have the opportunity to attend interest meetings during the school day as coaches from the high schools visit and present their programs.

- LCMA teachers of gifted, together with the high school gifted teachers, meet with students and parents individually at the end of 8th grade. These meetings provide a time for questions and answers about the high school in addition to setting goals for the gifted education plans for high school.

- The ESE teacher meets with students and parents in the ESE program at the end of 8th grade. These meetings provide a time for questions and answers about high school in addition to setting goals for the individualized education plans.

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

N/A

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

N/A

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

N/A

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.** Teachers in all content areas will engage students in a relevant, standards-based curriculum implementing strategies that lead students to reflect on individual learning and that will result in student gains.

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. Teachers in all content areas will engage students in a relevant, standards-based curriculum implementing strategies that lead students to reflect on individual learning and that will result in student gains. **1a**

G041011

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	87.0
AMO Reading - All Students	89.0
FAA Writing Proficiency	78.0
FCAT 2.0 Science Proficiency	76.0
AMO Reading - All Students	89.0
AMO Math - All Students	87.0

Resources Available to Support the Goal **2**

- CPalms
- PLCs
- District Learning Maps
- Technology
- Professional Development throughout the year
- Teacher Collaboration re: units and assessments
- MSAP grant funds
- Common Planning for subject areas
- Vertical Planning Days

Targeted Barriers to Achieving the Goal **3**

- Teachers need to understand how to interpret standards (Florida Standards & MYP objectives) and use them in a meaningful way to drive instruction and assessment - I

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

Student assessment data

Person Responsible

Cheryl Hill

Schedule

Semiannually, from 5/1/2015 to 5/29/2015

Evidence of Completion

IMPROVE, FAIR, End of course exams, standardized tests

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. Teachers in all content areas will engage students in a relevant, standards-based curriculum implementing strategies that lead students to reflect on individual learning and that will result in student gains. **1**

 G041011

G1.B1 Teachers need to understand how to interpret standards (Florida Standards & MYP objectives) and use them in a meaningful way to drive instruction and assessment - I **2**

 B099509

G1.B1.S1 Use PLCs to lead teachers in "unpacking the standards". **4**

 S114154

Strategy Rationale

Before teachers can use standards to truly drive instruction, they must first gain a deeper comprehension not only of the standards but also of how they are vertically and horizontally aligned.

Action Step 1 **5**

Core teachers will unpack the Florida Standards within subject groups. In addition to reviewing the standards themselves, teachers will explore other resources that will aid in a better understanding of each standard from the district's DANA workshop. After this unpacking, teachers should comprehend the structure, the alignment and the application of the standards.

Person Responsible

Cheryl Hill

Schedule

On 12/19/2014

Evidence of Completion

Handouts, PLCs sign-in sheet, Lesson Plan Documentation

Action Step 2 5

Teachers will review the Common Core and CPalms website.

Person Responsible

Susie Kallan

Schedule

On 2/6/2015

Evidence of Completion

Vertical Planning Agendas

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

Lesson plans, walk-throughs, observations

Person Responsible

Cheryl Hill

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Lesson plans, walk-throughs, observations

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

Improvements/learning gains on progress monitoring, interim assessments, etc.

Person Responsible

Brian J. Andrews

Schedule

Quarterly, from 10/1/2014 to 4/1/2015

Evidence of Completion

lesson plans, teacher evaluations, data from student assessments such as progress monitoring

G1.B1.S3 Teachers should develop assessments correlated to the standards and use formative assessment data to guide daily instruction and differentiate learning. Assessments must be closely aligned with the unpacked standards. 4

 S114156

Strategy Rationale

Teachers currently create summative assessments that evaluate proficiency on skills and content, but a deeper focus on standards during daily instruction and differentiated learning activities (guided by data from formative assessments) would increase student achievement.

Action Step 1 5

Core academic teachers will continue to participate in professional development designed to assist them in creating formative assessments and then using the data to differentiate instruction.

Person Responsible

Cheryl Hill

Schedule

Quarterly, from 12/1/2014 to 5/29/2015

Evidence of Completion

agendas & sign-in sheets from meetings between core teachers and education consultants & copies of assessments and differentiation activities

Action Step 2 5

Teachers will use data from formative assessments to group students according to need in order to differentiate instruction for learning.

Person Responsible

Cheryl Hill

Schedule

Biweekly, from 10/1/2014 to 4/30/2015

Evidence of Completion

Teacher Walk-Throughs, lesson plans, observation

Action Step 3 5

Teachers will use a checklist to evaluate their summative assessments based on the standards & MYP objectives, and then revise assessments.

Person Responsible

Cheryl Hill

Schedule

On 5/29/2015

Evidence of Completion

the form for teachers to use to self-evaluate their classroom assessments regarding the standards along with a copy of an assessment with revisions

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Department chairs of core subject areas will lead their teachers in the self-evaluation process and a discussion of the findings, and will collect the documentation for submittal.

Person Responsible

Cheryl Hill

Schedule

On 1/12/2015

Evidence of Completion

PLC agenda and sign in with teacher documentation submitted

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

As core teachers meet in the subject groups, they will collaborate and discuss the effectiveness of their self-evaluations and revisions

Person Responsible

Cheryl Hill

Schedule

On 5/29/2015

Evidence of Completion

PLC agenda and sign-in sheets

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Student learning gains/improvements on progress monitoring and interim assessments will be used to monitor the effectiveness of this strategy.

Person Responsible

Brian J. Andrews

Schedule

Quarterly, from 12/1/2014 to 6/3/2015

Evidence of Completion

interim assessments and progress monitoring data

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Core teachers will unpack the Florida Standards within subject groups. In addition to reviewing the standards themselves, teachers will explore other resources that will aid in a better understanding of each standard from the district's DANA workshop. After this unpacking, teachers should comprehend the structure, the alignment and the application of the standards.	Hill, Cheryl	9/11/2014	Handouts, PLCs sign-in sheet, Lesson Plan Documentation	12/19/2014 one-time
G1.B1.S3.A1	Core academic teachers will continue to participate in professional development designed to assist them in creating formative assessments and then using the data to differentiate instruction.	Hill, Cheryl	12/1/2014	agendas & sign-in sheets from meetings between core teachers and education consultants & copies of assessments and differentiation activities	5/29/2015 quarterly
G1.B1.S1.A2	Teachers will review the Common Core and CPalms website.	Kallan, Susie	10/1/2014	Vertical Planning Agendas	2/6/2015 one-time
G1.B1.S3.A2	Teachers will use data from formative assessments to group students according to need in order to differentiate instruction for learning.	Hill, Cheryl	10/1/2014	Teacher Walk-Throughs, lesson plans, observation	4/30/2015 biweekly
G1.B1.S3.A3	Teachers will use a checklist to evaluate their summative assessments based on the standards & MYP objectives, and then revise assessments.	Hill, Cheryl	1/5/2015	the form for teachers to use to self-evaluate their classroom assessments regarding the standards along with a copy of an assessment with revisions	5/29/2015 one-time
G1.MA1	Student assessment data	Hill, Cheryl	5/1/2015	IMPROVE, FAIR, End of course exams, standardized tests	5/29/2015 semiannually
G1.B1.S1.MA1	Improvements/learning gains on progress monitoring, interim assessments, etc.	Andrews, Brian J.	10/1/2014	lesson plans, teacher evaluations, data from student assessments such as progress monitoring	4/1/2015 quarterly
G1.B1.S1.MA1	Lesson plans, walk-throughs, observations	Hill, Cheryl	9/15/2014	Lesson plans, walk-throughs, observations	5/29/2015 biweekly
G1.B1.S3.MA1	As core teachers meet in the subject groups, they will collaborate and	Hill, Cheryl	1/5/2015	PLC agenda and sign-in sheets	5/29/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	discuss the effectiveness of their self-evaluations and revisions				
G1.B1.S3.MA3	Student learning gains/improvements on progress monitoring and interim assessments will be used to monitor the effectiveness of this strategy.	Andrews, Brian J.	12/1/2014	interim assessments and progress monitoring data	6/3/2015 quarterly
G1.B1.S3.MA1	Department chairs of core subject areas will lead their teachers in the self-evaluation process and a discussion of the findings, and will collect the documentation for submittal.	Hill, Cheryl	10/1/2014	PLC agenda and sign in with teacher documentation submitted	1/12/2015 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.

G1. Teachers in all content areas will engage students in a relevant, standards-based curriculum implementing strategies that lead students to reflect on individual learning and that will result in student gains.

G1.B1 Teachers need to understand how to interpret standards (Florida Standards & MYP objectives) and use them in a meaningful way to drive instruction and assessment - I

G1.B1.S1 Use PLCs to lead teachers in "unpacking the standards".

PD Opportunity 1

Core teachers will unpack the Florida Standards within subject groups. In addition to reviewing the standards themselves, teachers will explore other resources that will aid in a better understanding of each standard from the district's DANA workshop. After this unpacking, teachers should comprehend the structure, the alignment and the application of the standards.

Facilitator

Cheryl Hill

Participants

Core teachers

Schedule

On 12/19/2014

PD Opportunity 2

Teachers will review the Common Core and CPalms website.

Facilitator

Susie Kallan

Participants

teachers in subject groups

Schedule

On 2/6/2015

G1.B1.S3 Teachers should develop assessments correlated to the standards and use formative assessment data to guide daily instruction and differentiate learning. Assessments must be closely aligned with the unpacked standards.

PD Opportunity 1

Core academic teachers will continue to participate in professional development designed to assist them in creating formative assessments and then using the data to differentiate instruction.

Facilitator

Karen Bailey, national education consultant

Participants

core academic teachers

Schedule

Quarterly, from 12/1/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0