Labelle Middle School

2014-15 School Improvement Plan

Labelle Middle School

8000 E COWBOY WAY, Labelle, FL 33935

http://lms.hendry-schools.org/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	Yes	85%

Alternative/ESE Center	Charter School	Minority
No	No	77%

School Grades History

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

School Board Approval

This plan is pending approval by the Hendry 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.

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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	5	Gayle Sitter

Former F		Turnaround Status
No		

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Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Mission of LaBelle Middle School is to inspire and empower students to excel both academically and socially and to prepare them to be productive citizens and future leaders.

Provide the school's vision statement

Our Vision, as educators, parents and community partners is to prepare our students to become self-reliant, independent lifelong learners.

School Environment

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

During Pre school week, all teachers participated in a community tour. It was taken in a big yellow school bus, to remind teachers what it is like to ride a bus for an hour getting to school. The tour also exposed all teachers to the socio-economic envirnoments in and around LaBelle. LMS highlights the different cultures celebrating the historical months for specific cultures and with clubs like Voces Unidas. The school is also bringing in the 'Box Car' from the holocaust museum and each grade level in ELA are reading a book about the event, i.e. 6th grade is reading "Boy in the Stripped Pajamas" 7th grade, "Number the Stars", and 8th grade is doing excerpts from "Diary of Anne Frank." The students will then have a writing assignment for individual interpretation and realization/awareness. The school also recognizes and celebrates different 'awareness' months, i.e., hispanic, black history, etc.

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

LMS has a School Resource Officer who heads up a Crime Stoppers program, an anti-bullying program and
is starting an anti-bullying club. She makes herself available to students before and during school hours.
We have partnered with the Boy Scouts and are presenting the Learning for Life program.
Teachers monitor student movement around the school, in the cafeteria and in the hallways. This allows for positive interaction between adults and students outside of the classroom.

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 school's behavior plan includes instruction for all students on responsibilities and expectations. In addition, each student is provided a student handbook and the district code of student conduct. The school uses a consolidated behavior plan that is progressive in nature. All teachers received training on its implementation. Teachers are empowered and encouraged to manage minor incidents within the classroom. It is the school's goal to keep students within the classroom and authentically engaged in learning. If students do not respond to teacher interventions, the school has a responsible thinking classroom set aside to assist in defusing minor situations so that the student can be returned to class

quickly. When these interventions do not rectify the situation, students may receive a discipline referral to administration. Administrators have a printed plan to ensure the equitable application of consequences in these cases.The school also has an in school suspension program. This allows more serious or chronic behavioral issues to be addressed while also providing instruction to students in a more controlled environment.

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

LMS has a guidance counselor who identifies students who need intense counseling or should be referred to the mental health counselor. LMS has access to an outside mental health counselor for students with social/emotional problems. The 'Check and Connect' program provides a mentor for students; Big brother-Big sister, & Lutheran Services are available as well. For the students with identified needs, we have daily accommodations made in the classroom for identified 504 and ESE students. We provide group grief counseling with Hope Hospice and Deputy Tracy Gaydash is available for emergency mental health crisis (i.e. Baker Act).

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

EARLY WARNING SIGNS FOR LABELLE MIDDLE SCHOOL
^ Students with levels 1 or 2 on FCAT or most recent standardize test.
^ Students in the lowest quartile.
^ Students with previous or current attendance problems.
^ Students with failing grades at mid term.
^ Students with a significant discipline history.

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	29	75	37	141
One or more suspensions	39	55	27	121
Course failure in ELA or Math	69	133	34	236
Level 1 on statewide assessment	94	107	82	283

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	34	54	36	124

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

LMS has scheduled every level one and low level two student into a reading class. In sixth grade, the 'bubble students' are scheduled into a double block of reading and language arts which includes the Read 180 program. The District purchased a new supplemental program, iReady. The teachers use the iReady program for remediation and small group instruction in reading and math. There is a plan in the works to use the iReady Math remediation for the Career Research classes at least two days per week with rotating groups within each class. The students and teachers are pleased with the program, so far. We implemented a new discipline procedure. The key focus was keeping students in school, albeit in RTC, ISS or Saturday School. The attendance issue we are attacking by having our attendance officer send home letters after 5 absents with a warning of a possible TIPS referral, again after 10 with a referral to TIPS (Truancy Intervention Program).

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 accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/24376.

Description
A PIP has been uploaded for this school or district - see the link above.

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

1. LaBelle Middle has partnered with local businesses for career days, local celebrations, guest speakers, etc. 2. We have an ongoing partnership with Winn Dixie, McDonald's, The Firehouse Cultural Theater and other local establishments.
3. At the PTO meetings each month, one of the agenda items is "Parent College". This gives the group an opportunity to inquire into areas they would like to know more about. The group is allowed to choose the next month's topic. Response to this feature has been very positive.
4. LMS has employed multiple bilingual people to help ease the transition for our ELL students and their parents.
5. All communications are printed in English and Spanish.
5. Each year, LMS partners with the Firehouse Community Theatre. Together they put on a play with an all student cast. There is an evening performance that we do as a Dinner Theatre, the proceeds go to the Guijo Foundation for special equipment for our special education classes.

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
Pickles, Ken	Principal
Spratt, Bobbie	Dean
Klinger, John	Dean
Johnson, Karen	Instructional Coach

Duties

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

Function Member Responsibility
Principal Mr. Kenneth Pickles Team Leader
Dean: Mrs. Bobbie Spratt Co-Leader
Dean: Mr. John Klinger Co-Leader
Reading Coach: Mrs. Karen Johnson Reading Expertise
Guidance Counselor Mrs. Beth Lutkenhaus Social Emotional Behaviors
6th Gr. Math Teacher Mrs. Traci Murphy Math Expertise
6th Gr. Math/Science Mrs. Erica Burke Math/Science Expertise
ESE: Miss Bonnie Feickert Special Education Resource
AVID Teacher: Mr. Brent Burnside Motivational Skills for Students
7th Gr.Civics: Ms. Ashley Corbitt Civics Expertise
6th Gr. Lang. Arts: Ms. Beth Layton Language Arts Expertise
7th Gr. Lang. Arts: Mrs. Kara Dillman Language Arts Expertise
7th Gr. Civics: Mr. Joel Reinking Civics Expertise
Media Specialist: Mrs. Lynn Moore Resource Information
8th Gr. Lang. Arts: Mrs. Marinda Romesser Writing Expertise
8th Gr. Math/Algebra Mrs. Laura Chambliss Math/Algebra Expertise
8th Gr. Science Mr. John Klinger Science Expertise
8th Gr. Soc. St. Mr. Russell Bell Social Studies/Motivational Skills Expertise
7/8th Lang/Soc. St: Mr. John Campbell Lang/SocSt/Reading Expertise
6th Gr. Reading: Mrs. Wendy Anderson Reading Expertise
Speech Therapist Ms. Kristina Pulletti Speech Expertise
Staffing Specialist Ms. Alicia Bell ESE RtI Resource

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

1. The MTSS and the RtI teams are the same teachers (by grade level) and administrators to ensure a more comprehensive understanding of the issues at hand. These teams will focus on how LMS should develop and maintain a problem-solving system to bring out the best in our students, teachers, and school. Meetings will be as needed, but at least once per month. The teams will review progress monitoring data to identify students who are meeting and exceeding benchmarks; as well as moderate and high risk students who are not meeting benchmarks. Using that information, the teams will identify professional development and resources. The teams will also share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The teams will also facilitate the process of building consensus and capacity among the professional learning communities.
2. ESE teachers have been given an extra period for doing push-ins. They are taking up the

challenge for those students repeating Civics as 8th graders and are preparing a Tier 2 intervention for those students.

Federal, state, and local funds collaborate to provide extended day/year programs through Title I, Part A, Title I, Part C, Title VI, and Title III. The Title I Director is also the homeless liaison, and works with the school to provide services for homeless students through the Title I, Part A set aside. Adult education programs are available for adults to learn English, and are funded through Title I, Part A, Title I, Part C, and Title III.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Mrs. Bobbie Spratt, Chairwoman	Teacher
Mrs. Kathy Bell	Business/Community
Mrs. Margie Puletti	Education Support Employee
Mr. Frank Puletti	Student
Mrs. Kim Hamilton	Business/Community
Mr. Ken Pickles	Principal
Audelia Bustamante	Parent
Mrs. Karen Johnson	Education Support Employee
Mrs. Amanda Nisbet	Parent
Ms. Raegina Williams	Parent
Alex Bustamante	Student
Austin Bell	Student
Ms. Lane Pool	Parent

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 Plan was a good start for our school. It is felt this year it needs to be even more focused. Our school did bring up the grade from a 'D' to a 'C', but we are really striving for the 'B'/'A'. The teachers are willing to put in the work, a more concerted effort to get parents and students to cooperate. The goal this year is to get every student to at least the 50%. There is a plan to sponsor a school wide festival showcasing students, their work and their talents in an evening barbeque either at Barron Park or the LaBelle Civic Center. A committee has been established to organize this festival.

Development of this school improvement plan

The SAC will review not only the CIM but also the PIP. Their recommendations are considered very valuable for amending each document.

Preparation of the school's annual budget and plan

At the first meeting of the school year, SAC voted on the budget. The expenditures we have incurred for the previous year are usually repeated. There is typically enough money left to do requested items for the school/students. Usual expenditures are 1) 'We' Surveys - which survey the parents, students

& staff as to how LaBelle Middle School is doing in their opinion, 2) Planners/Agendas for the students for the next year, 3) Dividers for each student. We have also purchased digital radios for the school as a safety/security measure. The SAC committee agreed to sponsor $500 toward The Box Car visit.

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

Dividers for each student - $1326.00
Surveys $2600
*Student Agenda $2245.32
*FCAT incentives - $700
Purchased 6 digital radios for school security/safety - $1707.36
Lightning Detectors (2) $69.46
Seals to recognize student achievement $151.85
Total - $8099.99
*Had to order more at the beginning of the year - $139.32
*Did not purchase the FCAT incentives, another department furnished
new Total - $7539.31

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
Pickles, Ken	Principal
Spratt, Bobbie	Dean
Klinger, John	Dean
Johnson, Karen	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

LMS uses Performance Matters, FAIR, FCIMs, iReady, Bronco Writes; school wide writing practice assessments graded by a select team using common core exemplars, and Reading Counts for progress monitoring in the core subjects. The supplemental math programs use iReady and small group instruction. The intensive reading uses iReady, READ 180 and System 44.

LMS has moved to a 7 period day in an effort to reduce the size of core classes. The draw-back is this also reduces class time to 47 minutes, due to this our Instructional Focus Calendars (IFC) are even more important to align curriculum and help set the tempo for classes. The team will also analyze data and make professional development recommendations.

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

Common planning periods have been established for grade level curricular subjects. Peer shadowing is encouraged. On alternating weeks, curriculum meetings/grade level meetings are held to discuss any issues that need a group decision. During pre-planning week, curriculum mapping was accomplished by departments to develop common vertical and horizontal curriculum alignment.

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

LaBelle Middle School sends representatives (Principal or Assistant Principal) to the Florida Teach-In to recruit highly qualified and in-field- certified teachers. At LMS, administrators use every available resource to conduct interviews with applicants, including but not limited to skype. There is a concerted effort to retain effective teachers at this school; unfortunately, it is not always linked with monetary gains. The most significant incentive LMS has is that Hendry County and the Teachers Collective Bargaining Team did reach agreement that the County would subsidize teachers wishing to go back to school to work on a Masters degree. During the summer, Principal Pickles used Teacher's Teacher and skype interviews to broaden our resources. Administration works closely with the teachers, who collaboratively assess teacher professional development needs.

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

LaBelle Middle School's mentor program is designed to facilitate new teachers to the State of Florida and first year teachers with the demands of school accountability; with CCSS; new procedures; new computer programs; understanding by design; data analysis and data-driven instruction. The mentors also have strengths in reading instruction and differentiated instruction.
Mentors New Teacher
Kara Dillman * Brent Burnside
John Klinger * Greg Zimmerly & Chelsey Hernandez
Jodi Higginbotham * Rachel Neir
Wendy Anderson * Lori Moon
Joel Reinking * Sean Grover

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

Reading Coach, Karen Johnson has instructed all the Lead Teachers to use and develop IFC (Instructional Focus Calendars). By using the IFCs, administration and team leaders can ascertain the appropriateness of all instructional programs. Also, through biweekly curriculum meetings: cpalms and standards are always on the agendas.
Administration will do frequent observations of classrooms. Lead teachers are utilized for specific help for new teachers and for immediate feedback to teachers.

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

All Level 1s in Reading and the low level 2s will be given an Intensive Reading class. In 6th grade, those students identified as being on the 'bubble' between 2 and 3, are scheduled for a 2 period block in reading and language. This class is using the Read 180 system for classroom instruction. They will all be using the iReady program for remediation and or small groups. The teachers will be using the teach - assess - reteach and re-assess method to check for mastery. This year, teachers can have student teacher assistants who can help with individual tutoring in reading and/or math. [We are allowing only students who have a 3 or higher in either reading or math to be Teacher Assistants.]

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: 3,480

LMS, through the Title 1 program, offers an after school program for the majority of the year. 7th & 8th graders will use the extra time in the core classes for reading and writing activities. Summer school is offered for unsuccessful students. Teachers will have common planning by subject area and grade level. Due to lack of parental support, the Do the Right Thing activity is being cancelled. Other ways to provide incentives are being investigated. LMS is also providing community based tutoring to middle school students.

Strategy Rationale

LMS have students whose parents have requested help with homework and students who are performing below level in critical areas: reading, math, writing & science.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Pickles, Ken, picklesk@hendry.k12.fl.us

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

We compare baseline progress monitoring to midyear progress monitoring to evaluate effectiveness.

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

n/a

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

1. LMS is fortunate to have an administrator, a dean, a counselor and reading coach all with multiple years at the high school level. Promoting academic and career planning is the root of their counseling

and advising.

2. LMS is fortunate to be a feeder school for LaBelle High School, where any student who graduates from LHS with a 2.0 or higher can receive a full 2 year scholarship to attend Florida Southwestern University (formerly Edison College) complete with books and tuition.

3. LMS plans to host another career day this year with approximately twenty-five different careers represented. In the past it has been received extremely well by the students and the businesses were glad to take part. This will definitely be a repeat event.

4. LMS has partnered with Winn Dixie, Firehouse Theater, Crime Stoppers, Big Brothers Big Sisters and Check and Connect to provide supplemental inspiration for our students and school.

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

1. LMS offers business classes, art classes, a physical education class, and math classes for high school credit and 8th grade science is implementing a STEM program, CLASS ACT by L. J. Create. LMS also participates in the Choices program, and the pre-planners that are furnished by the State. This year we have instituted a 'typing boot camp' for all 6th graders and any 7th or 8th grader who hasn't had typing to prepare our students for the State test which is all computer based.

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

LaBelle Middle School (LMS) will continue to utilize multiple strategies to improve student readiness for the public postsecondary level. Based on the data analysis, the administration, faculty and staff realize that much work must still be done. Below are several strategies we will implement to achieve this objective.

LMS will strengthen the academic culture by exploring high quality educational options designed to prepare our students for the rigors of postsecondary education and the world of work beyond high school. We will continue to facilitate frequent conversations between and among faculty and staff to keep the focus on teaching and learning. Last school year our focus was building the partnerships with teacher leaders, instructional coaches and technology specialists within the educational environment; we will continue to nurture and support a collaborative and collegial relationship within the organization. This will be characterized by conversations centered around student learning and growth, reflective inquiry, shared ownership and forward thinking problem-solving.

The administration will work to build trust through shared decision making, frequent communications, frequent visits to classrooms and consistency over time. This will increase the leadership density within our school by creating opportunities for teacher leaders to increase their span of control and sphere of influence. The results of this strategy will drive the improvement of our school culture from within. LMS will utilize the new Florida Standards in order to increase rigorous content and application of acquired knowledge and skills across the curriculum.

LMS will utilize formative assessments, best practices and research from across the nation to redesign curricula and instruction to align with the Florida Standards. Our work will focus on bridging the gap between prior district and state assessments and the Florida Standards so that our students will have a better chance to be successful at the high school level and beyond.

LMS will focus on improving the reading, writing, listening and speaking skills of our students so that they are prepared for success in college and beyond. We will implement school-wide literacy initiatives across all content areas via professional development and improved resources. We will create an internal sense of urgency among our faculty and staff to return to reading and text as the centerpiece of classroom instruction. We will make sure our teachers Increase the text complexity in their delivery of instruction and student expectations.

As educators, in the K-12 arena, we realize the need to create a college-going culture. Research has documented that for every 100 students in the United States who enter the ninth grade, only 67 of them will finish high school in four years. The numbers are more alarming when we look at the number of students that will go on to college: only 38 out the 100 will go to college. The number of

students that earn an associate or bachelor's degree are even more frightening: only 18 out of the 100 will earn any college degree within six years.

LMS must prepare our students with the vision of going to college and earning a degree in order to have a life full of options rather than a life of limitations. LMS must create a college-going culture. Our students must see college as the norm, not the exception.

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.   If teachers incorporate and implement reading and writing strategies across all content areas with fidelity, growth in the lower quartiles is anticipated.

G2.   By incorporating reading and writing strategies in science and mathematics, while teaching functional skills that induce high levels of scientific and mathematical competency, data will demonstrate an increase in student achievement.

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. If teachers incorporate and implement reading and writing strategies across all content areas with fidelity, growth in the lower quartiles is anticipated. `1a`

🔑 G048775

Targets Supported `1b`

Indicator	Annual Target
College Readiness Mathematics	85.0

Resources Available to Support the Goal `2`

- Read 180 Upgrade
- Scholastic Reading Counts - Outside reading
- Focused Intensive Reading Classes
- Scholastic System 44
- FAIR data
- Performance Matters assessments and data
- iReady
- FSA Practice Test
- FCAT Science Explorer
- Kagan Cooperative Learning structures
- Manipulatives
- FCIM Tests for data
- Master schedule set for ability grouping
- Bronco Writes
- Content focused writing assignments
- journaling
- Writing frames for struggling writiers
- common writing rubric
- AVID

Targeted Barriers to Achieving the Goal `3`

- Students' lack of vocabulary inhibits comprehension.
- Students in the bottom quartile often lack 'stamina' to keep up as rigor is increased.

Plan to Monitor Progress Toward G1. 8

Moderate to significant gains in the iReady reading and math scores.

Person Responsible
Ken Pickles

Schedule
Quarterly, from 9/22/2014 to 6/3/2015

Evidence of Completion
Will be determined after complete iReady data analysis training for teachers and reading coach.

G2. By incorporating reading and writing strategies in science and mathematics, while teaching functional skills that induce high levels of scientific and mathematical competency, data will demonstrate an increase in student achievement. `1a`

Targets Supported `1b`

🔍 G048776

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	85.0

Resources Available to Support the Goal `2`

- iReady
- Scaffolding
- Morphology
- Differentiation
- Science Project
- Kagan Cooperative Learning Structures
- Growth Mindset
- Collaboration
- Clickers-Turning Technologies
- STEM/Cross curricular lessons
- Scholastic Reading Counts Program

Targeted Barriers to Achieving the Goal `3`

- Low reading comprehension
- Lack of vocabulary knowledge.

Plan to Monitor Progress Toward G2. `8`

The Lead Teachers will be working with their subject area teachers to ensure data driven instruction through instructional focus calendars.

Person Responsible
Karen Johnson

Schedule
Monthly, from 9/29/2014 to 6/3/2015

Evidence of Completion
Instructional focus calendars.

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. If teachers incorporate and implement reading and writing strategies across all content areas with fidelity, growth in the lower quartiles is anticipated. 1

🔑 G048775

G1.B2 Students' lack of vocabulary inhibits comprehension. 2

🔑 B121777

G1.B2.S1 Reinstate the Word Gen program or a version of this cross-curricular vocabulary program. 4

🔑 S133728

Strategy Rationale

This will give students exposure to new vocabulary words and an opportunity to practice their usage across the content areas.

Action Step 1 5

Reinstate the Word Gen program or a version of this cross-curricular vocabulary program.

Person Responsible

Karen Johnson

Schedule

Quarterly, from 9/22/2014 to 6/3/2015

Evidence of Completion

Improved scores on the 2nd & 3rd administration of the iReady, which should translate to improved scores on the new Florida Standards Assessment.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Classroom observations, curriculum meetings

Person Responsible

Karen Johnson

Schedule

Quarterly, from 9/22/2014 to 6/3/2015

Evidence of Completion

Word Walls, lesson plans, gains in iReady data

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

committee is meeting for the first time 9/16/14 and will select monitoring activities

Person Responsible

Karen Johnson

Schedule

Quarterly, from 9/22/2014 to 6/3/2015

Evidence of Completion

This will be decided in the committee meetings.

G1.B3 Students in the bottom quartile often lack 'stamina' to keep up as rigor is increased. 2

B121778

G1.B3.S1 Content area teachers will utilize close reading, complex text with supporting reading and writing strategies. 4

S133729

Strategy Rationale

Successful practice with close reading strategies will build student stamina.

Action Step 1 5

By utilizing the iReady program and incorporate close reading of complex text, the teachers will see an improvement in student stamina, improved iReady scores and improvement in writing activities.

Person Responsible

Ken Pickles

Schedule

Monthly, from 9/29/2014 to 6/3/2015

Evidence of Completion

Collect diagnostic data from the iReady program to check for growth in the student performance.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Reading Coach will collect data through classroom observations the ensure fidelity.

Person Responsible

Ken Pickles

Schedule

Monthly, from 9/29/2014 to 6/3/2015

Evidence of Completion

iReady reports, teacher data and by increasing proficiency student stamina will show a corresponding growth.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Reading Coach will collect data, leadership team will analyze data, if evidence shows a lack of growth, strategies will be readdressed.

Person Responsible

Ken Pickles

Schedule

Monthly, from 9/29/2014 to 6/3/2015

Evidence of Completion

iReady reports, classroom data and samples of student work.

G2. By incorporating reading and writing strategies in science and mathematics, while teaching functional skills that induce high levels of scientific and mathematical competency, data will demonstrate an increase in student achievement. `1`

🔑 G048776

G2.B1 Low reading comprehension `2`

🔑 B121781

G2.B1.S1 CIS and close reading `4`

🔑 S133730

Strategy Rationale

this incorporates complex text with scaffolding and multiple reading strategies.

Action Step 1 `5`

Provide professional development for content area teachers for CIS lessons and close readings.

Person Responsible

Karen Johnson

Schedule

Monthly, from 9/29/2014 to 6/3/2015

Evidence of Completion

Gains will be made on iReady.

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

The reading coach will work with teachers in coaching cycle

Person Responsible

Karen Johnson

Schedule

Monthly, from 9/29/2014 to 6/3/2015

Evidence of Completion

Lesson plans and classroom observations

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

Incorporating CIS lessons and close readings in the content areas.

Person Responsible

Karen Johnson

Schedule

Monthly, from 9/29/2014 to 6/3/2015

Evidence of Completion

Artifacts of student writing.

G2.B1.S2 Cross-curricular vocabulary instructional units. 4

S133731

Strategy Rationale

Embedded multiple exposures to academic vocabulary.

Action Step 1 5

Common planning for core teachers, by grade level, to analyze assessment data, plan instruction based on data, and unpack common core standards

Person Responsible

Bobbie Spratt

Schedule

Biweekly, from 9/29/2014 to 6/3/2015

Evidence of Completion

Gains on: Progress monitoring assessment, Performance Matters and Unit tests.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Administration will support staff by doing classroom walk-throughs.

Person Responsible

Ken Pickles

Schedule

Biweekly, from 9/29/2014 to 6/3/2015

Evidence of Completion

Administrators will be looking for Essential Questions, word walls, lesson plans, and student engagement with vocabulary related activities.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Review of data indicating gains in vocabulary and comprehension.

Person Responsible

Ken Pickles

Schedule

Monthly, from 9/29/2014 to 6/3/2015

Evidence of Completion

Progress monitoring data and SRI data

G2.B2 Lack of vocabulary knowledge. `2`

🔑 B121782

G2.B2.S1 Vocabulary mini-PLCs, by Reading Coach; planning during curriculum meetings to incorporate vocabulary strategies across the curriculum. `4`

🔑 S133734

Strategy Rationale

Action Step 1 `5`

Plan vocabulary instruction according to data collected

Person Responsible

Karen Johnson

Schedule

Biweekly, from 9/29/2014 to 6/3/2015

Evidence of Completion

Lesson Plans, gains on assessments.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Subject areas will be developing appropriate vocabulary lists; fidelity will be monitored through classroom walk throughs, observations and monitoring lesson plans.

Person Responsible

Ken Pickles

Schedule

Monthly, from 9/29/2014 to 6/3/2015

Evidence of Completion

Word Walls, vocabulary strategies reflected in lesson plans and curriculum maps.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

iReady progress monitoring should indicate improvement or growth in vocabulary.

Person Responsible

Ken Pickles

Schedule

Monthly, from 9/29/2014 to 9/29/2014

Evidence of Completion

iReady data

G2.B2.S3 Use of assessment data with fidelity to drive instruction. 4

S133736

Strategy Rationale

Action Step 1 5

Use of assessment data with fidelity to drive instruction. Professional development in vocabulary strategies.

Person Responsible

Karen Johnson

Schedule

Monthly, from 9/29/2014 to 6/3/2015

Evidence of Completion

Professional development schedule as reflected on master faculty calendar.

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Artifacts, including student work.

Person Responsible

Karen Johnson

Schedule

Monthly, from 9/29/2014 to 6/3/2015

Evidence of Completion

Administrative walk throughs, observations, and monitoring of lesson plans.

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

iReady data

Person Responsible

Ken Pickles

Schedule

Monthly, from 9/29/2014 to 6/3/2015

Evidence of Completion

Instructional focus calendars

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.B2.S1.A1	Reinstate the Word Gen program or a version of this cross-curricular vocabulary program.	Johnson, Karen	9/22/2014	Improved scores on the 2nd & 3rd administration of the iReady, which should translate to improved scores on the new Florida Standards Assessment.	6/3/2015 quarterly
G1.B3.S1.A1	By utilizing the iReady program and incorporate close reading of complex text, the teachers will see an improvement in student stamina, improved iReady scores and improvement in writing activities.	Pickles, Ken	9/29/2014	Collect diagnostic data from the iReady program to check for growth in the student performance.	6/3/2015 monthly
G2.B1.S1.A1	Provide professional development for content area teachers for CIS lessons and close readings.	Johnson, Karen	9/29/2014	Gains will be made on iReady.	6/3/2015 monthly
G2.B1.S2.A1	Common planning for core teachers, by grade level, to analyze assessment data, plan instruction based on data, and unpack common core standards	Spratt, Bobbie	9/29/2014	Gains on: Progress monitoring assessment, Performance Matters and Unit tests.	6/3/2015 biweekly
G2.B2.S1.A1	Plan vocabulary instruction according to data collected	Johnson, Karen	9/29/2014	Lesson Plans, gains on assessments.	6/3/2015 biweekly
G2.B2.S3.A1	Use of assessment data with fidelity to drive instruction. Professional development in vocabulary strategies.	Johnson, Karen	9/29/2014	Professional development schedule as reflected on master faculty calendar.	6/3/2015 monthly
G1.MA1	Moderate to significant gains in the iReady reading and math scores.	Pickles, Ken	9/22/2014	Will be determined after complete iReady data analysis training for teachers and reading coach.	6/3/2015 quarterly
G1.B2.S1.MA1	committee is meeting for the first time 9/16/14 and will select monitoring activities	Johnson, Karen	9/22/2014	This will be decided in the committee meetings.	6/3/2015 quarterly
G1.B2.S1.MA1	Classroom observations, curriculum meetings	Johnson, Karen	9/22/2014	Word Walls, lesson plans, gains in iReady data	6/3/2015 quarterly
G1.B3.S1.MA1	Reading Coach will collect data, leadership team will analyze data, if evidence shows a lack of growth, strategies will be readdressed.	Pickles, Ken	9/29/2014	iReady reports, classroom data and samples of student work.	6/3/2015 monthly
G1.B3.S1.MA1	Reading Coach will collect data through classroom observations the ensure fidelity.	Pickles, Ken	9/29/2014	iReady reports, teacher data and by increasing proficiency student stamina will show a corresponding growth.	6/3/2015 monthly
G2.MA1	The Lead Teachers will be working with their subject area teachers to ensure data driven instruction through instructional focus calendars.	Johnson, Karen	9/29/2014	Instructional focus calendars.	6/3/2015 monthly
G2.B1.S1.MA1	Incorporating CIS lessons and close readings in the content areas.	Johnson, Karen	9/29/2014	Artifacts of student writing.	6/3/2015 monthly
G2.B1.S1.MA1	The reading coach will work with teachers in coaching cycle	Johnson, Karen	9/29/2014	Lesson plans and classroom observations	6/3/2015 monthly
G2.B2.S1.MA1	iReady progress monitoring should indicate improvement or growth in vocabulary.	Pickles, Ken	9/29/2014	iReady data	9/29/2014 monthly
G2.B2.S1.MA1	Subject areas will be developing appropriate vocabulary lists; fidelity will be monitored through classroom walk throughs, observations and monitoring lesson plans.	Pickles, Ken	9/29/2014	Word Walls, vocabulary strategies reflected in lesson plans and curriculum maps.	6/3/2015 monthly
G2.B1.S2.MA1	Review of data indicating gains in vocabulary and comprehension.	Pickles, Ken	9/29/2014	Progress monitoring data and SRI data	6/3/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1	Administration will support staff by doing classroom walk-throughs.	Pickles, Ken	9/29/2014	Administrators will be looking for Essential Questions, word walls, lesson plans, and student engagement with vocabulary related activities.	6/3/2015 biweekly
G2.B2.S3.MA1	iReady data	Pickles, Ken	9/29/2014	Instructional focus calendars	6/3/2015 monthly
G2.B2.S3.MA1	Artifacts, including student work.	Johnson, Karen	9/29/2014	Administrative walk throughs, observations, and monitoring of lesson plans.	6/3/2015 monthly

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 Opportuntities

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

G1. If teachers incorporate and implement reading and writing strategies across all content areas with fidelity, growth in the lower quartiles is anticipated.

G1.B3 Students in the bottom quartile often lack 'stamina' to keep up as rigor is increased.

G1.B3.S1 Content area teachers will utilize close reading, complex text with supporting reading and writing strategies.

PD Opportunity 1

By utilizing the iReady program and incorporate close reading of complex text, the teachers will see an improvement in student stamina, improved iReady scores and improvement in writing activities.

Facilitator

Paige Jerome, iReady support personnel

Participants

Faculty

Schedule

Monthly, from 9/29/2014 to 6/3/2015

G2. By incorporating reading and writing strategies in science and mathematics, while teaching functional skills that induce high levels of scientific and mathematical competency, data will demonstrate an increase in student achievement.

G2.B1 Low reading comprehension

G2.B1.S1 CIS and close reading

PD Opportunity 1

Provide professional development for content area teachers for CIS lessons and close readings.

Facilitator

Karen Johnson & Haley Marotti

Participants

Representatives from ESE, ELA, Social Studies & Science

Schedule

Monthly, from 9/29/2014 to 6/3/2015

G2.B2 Lack of vocabulary knowledge.

G2.B2.S3 Use of assessment data with fidelity to drive instruction.

PD Opportunity 1

Use of assessment data with fidelity to drive instruction. Professional development in vocabulary strategies.

Facilitator

Karen Johnson

Participants

all faculty

Schedule

Monthly, from 9/29/2014 to 6/3/2015

Technical Assistance Items

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

G1. If teachers incorporate and implement reading and writing strategies across all content areas with fidelity, growth in the lower quartiles is anticipated.

G1.B2 Students' lack of vocabulary inhibits comprehension.

G1.B2.S1 Reinstate the Word Gen program or a version of this cross-curricular vocabulary program.

PD Opportunity 1

Reinstate the Word Gen program or a version of this cross-curricular vocabulary program.

Facilitator

Karen Johnson, Ashley Corbitt, Lea Burnside, Marinda Romesser, Beth Layton and Faye Reed

Participants

rest of the faculty

Schedule

Quarterly, from 9/22/2014 to 6/3/2015

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**