2013-2014 SCHOOL IMPROVEMENT PLAN

Lake Placid Middle School

201 S TANGERINE AVE

Lake Placid, FL 33852

863-699-5030

http://www.highlands.k12.fl.us/~lpm/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	No	74%

Alternative/ESE Center	Charter School	Minority Rate
No	No	54%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
D	D	C	B	C

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	4	Jim Browder

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Lake Placid Middle School

Principal
Julia Burnett M

School Advisory Council chair
Monique Oxer

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Melinda Durrance	Math Department Co-Chair
James Ashley	Math Department Co-Chair
Sole Ward	Reading/LA Department Co-Chair
Lindsey Young	Social Studies Department Chair
Rashaunna Portee	Science Department Chair
Donald Ridgeway	Electives Department Chair
Rebekah Kogelschatz	AVID School Coordinator
Kerry Lanier	ESE Representative
Mary Pinson	Reading Coach
Michael Halpern	Assistant Principal

District-Level Information

District
Highlands

Superintendent
Mr. Wallace P Cox

Date of school board approval of SIP
10/8/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Membership of the SAC includes parents, students, community members, and school staff. While parents represent the largest percent of the group, student representatives from Student Council also serve on the committee and participate in discussions and presentations. Monique Oxer, a parent, serves as the Chairperson. Other positions include Secretary, Treasury, and Vice-chairperson.

Involvement of the SAC in the development of the SIP

Curriculum Leadership Team Members worked collaboratively with Administration in developing the School Improvement Plan. The plan was presented to the full SAC Committee at the September 26th meeting. The SAC Committee provided input; the plan was updated; and the SAC Committee approved the plan.

Activities of the SAC for the upcoming school year

Meeting Dates and Topics for 2013-2014
September 26, 2013 - School Improvement Plan
October 17, 2013 - Curriculum Leadership Team presentations for each Department
December 5, 2013 - AVID Program Update, Rebekah Kogelschatz, AVID Coordinator
February 6, 2014 - Advanced Academic Presentation by teachers & students
March 6, 2014 - Elective Programs Presentation by teachers & students
In addition, each meeting includes components of Progress Monitoring data as available and activity updates by students representing clubs and organizations in the school (Student Council, National Junior Honor Society, FFA, FBLA).

Projected use of school improvement funds, including the amount allocated to each project

School Improvement Funds are not available at this time.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Julia Burnett M		
Principal	Years as Administrator: 6	Years at Current School: 9
Credentials	2002 - Masters Degree - Educational Leadership 1986 - Bachelors Degree - Public Administration Certifications: Educational Leadership, K-12; Elementary Ed, 1-6; Music, K-12; Reading Endorsed K-12; ESOL Endorsed	
Performance Record	School Grade: 2012-2013 - D School Grade: 2011 - 2012 - C	

Michael Halpern		
Asst Principal	Years as Administrator: 2	Years at Current School: 8
Credentials	2009 - Masters Degree - Educational Leadership 2005 - Bachelors Degree - Public Administration 1997 - Associates Degree - Business Administration Certifications: Educational Leadership, Elementary K-6, Middle Grades Integrated, Reading Endorsed K-12, ESE, and ESOL Endorsed	
Performance Record	School Grade: 2012-2013 - D School Grade: 2011-2012 - C	

Instructional Coaches

of instructional coaches
1

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Mary Pinson		
Part-time / District-based	Years as Coach: 2	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	2010 - Masters Degree - Educational Leadership 2009 - Masters Degree - Curriculum & Instruction 1981 - Bachelors Degree - University of Florida 1979 - Associates Degree - University of Florida Certifications: Educational Leadership, Middle Grades Integrated, Reading Endorsed K-12, and ESOL Endorsed	
Performance Record	School Grade: 2012-2013 - D School Grade: 2011 - 2012 - C	

Classroom Teachers

of classroom teachers
44

receiving effective rating or higher
42, 95%

Highly Qualified Teachers
82%

certified in-field
39, 89%

 # ESOL endorsed

15, 34%

 # reading endorsed

13, 30%

 # with advanced degrees

14, 32%

 # National Board Certified

2, 5%

 # first-year teachers

2, 5%

 # with 1-5 years of experience

7, 16%

 # with 6-14 years of experience

20, 45%

 # with 15 or more years of experience

15, 34%

Education Paraprofessionals

# of paraprofessionals

7

 # Highly Qualified

7, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

In June, 2013, the principal attended the Florida Teach-In in Tampa, FL, as part of a district team in search of highly qualified, potential teachers for schools in Highlands County. All jobs are posted to the district's website with required qualifications. The principal seeks to hire only qualified personnel to fill all vacancies at the school. Current teachers receive continuous feedback from administration and the Reading Coach on instructional practices. In-service is provided to teachers at no cost through school and district resources.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

All teachers new to Lake Placid Middle School are paired with a "Buddy Teacher" in their department or grade level. The Buddy Teacher supports the new teacher in their first year at the school in providing school-related information and support for student success. In addition, all first year teachers who qualify for a Mentor-Peer Teacher as part of the PEC Program (Professional Educator Competency Program) receive additional coaching with support and feedback from a Clinical Educator Trained colleague with a minimum of three years teaching experience. The principal, along with the assistant principal and reading coach, monitor collaboration activities and provide additional support to the new teacher as well as the Buddy Teacher or Mentor. Teachers also receive a Peer Evaluator as a source of feedback during their first year of teaching in the district. Peer Evaluators are coordinated by the Human Resource Coordinator, Vivianne Waldron.
2013-2014 Teacher - Buddy Teacher/PEC Mentor Teacher:
Shannon Fusco (Dean of Students) - George Stivender (Dean of Students)
Casey Tumbleston (6th Grade Language Arts) - (6th Grade Math)
Jessie Tomblin (6th Grade Language Arts) - Sole Ward (6th Grade Language Arts)
Christel Williams (7th Grade Language Arts) - Cathy Perry (7th Grade Language Arts)
Amanda Dixon (7th Grade Math) - James Ashley (6th Grade Math)
Robyn von Merveldt (8th Grade Am History) - Kerry Lanier (8th Grade Am History)
Timika Needly-Scott (6th Grade Science/Social Studies) - Rashauna Portee (6th Grade Science)
Alicia Chynoweth (Computer Applications) - Shane Ward (Math; also degreed in business)
Allison Davis (6-8 Language Arts) - Donna Hogan (8th Grade Language Arts)
Lindsey Young (7-8 Grade Social Studies) - Amy Turner (8th Grade Language Arts)
David Sipos (6-8 ESE Math & Science) - Donald Ridgeway (8th Grade Science)

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The Problem-Solving Process is based on data collected routinely through Progress Monitoring Assessments grades, and discipline records.
The Curriculum Leadership Team in coordination with the Guidance Counselors, Deans, Administration, and District Resource Teachers analyze the data for trends (strengths & needs); collaborate with teachers in designing instructional and behavioral plans, deliver targeted instruction to students; and evaluate students' response (academic or behavioral) to interventions.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The Principal monitors Progress Monitoring Assessments and discusses trends with all Core Academic Teachers during Data Chats. These teacher conferences occurs after each of the three Progress Monitoring Assessments in Reading, Math, and Science.
The Reading Coach analyzes data and specifically targets at risk sub-groups. She works with teachers to develop instructional plans to target specific deficiencies.
The Assistant Principal analyzes data related to student discipline and collaborates with the PBS Committee and Chairperson, Amy Sapp, in designing positive incentives to reward behavior.
Content Area Teachers participate in analyzing data from all academic and behavioral data sources.
They provide information to the CLT, SAC, and school-level departments and grade level teams.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The SIP and MTSS are routinely monitored for fidelity during monthly Curriculum Leadership Team meetings and during School Improvement Committee meetings.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline Data; Progress Monitoring and Reporting Network (PMRN), FCAT, FL Assessment for Instruction in Reading (FAIR), School-wide Writing assessments, Performance Matters Math & Science, Genesis (discipline database), school grades, and attendance data
Mid-Year: FAIR, School-wide Writing assessments, Performance Matters Math & Science, Genesis (discipline database), school grades, and attendance data.
End-of-Year: FAIR, School-wide Writing assessments, Performance Matters, Genesis (discipline database), school grades, and attendance data

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

During Pre-Week Professional Development, the principal reviewed with staff the MTSS model and specifically referenced a graphic which identified school-wide strategies aligned to both the academic and behavioral application of the MTSS model. On-going support for MTSS will be modeled by administration and the Curriculum Leadership Team throughout the year as job-embedded staff development. Support in the form of time, materials, and resources will be provided to Professional Learning Communities (PLCs) to meet on a regular basis to discuss and act upon problem solving opportunities. School administration will plan and coordinate opportunities for PLCs to meet (before school & planning periods).

Increased Learning Time/Extended Learning Opportunities
This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 25,650

The After School Program Coordinator uses FCAT data to target student enrollment in the program, allowing for other students to participate if interested. Teachers in the program coordinate their plans based on Common Core Standards in reading and math. Integrated Units include social studies and science as well.

After-School Teachers collaborate with their colleagues who serve the students in the program to identify specific academic needs. The Coordinator and program teachers review students progress regularly through Progress Reports, Report Cards, and informal teacher references via email.This information is used to inform instruction during the After-School Program. Enrichment activities are also incorporated into the program. Transportation and a snack are provided daily.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

The Program Coordinator uses EZReports for data (FAIR, Performance Matters) to monitor students' academic progress on assessments based on the standards. She also monitors student grades on a weekly basis using a student report from Pinnacle Gradebook as well as interim academic checks on Progress Reports and Report Cards.

Who is responsible for monitoring implementation of this strategy?

Larid Lopez, Guidance Counselor, also serves as the After-School Program School-Based Coordinator. She communicates weekly with teachers and administration regarding any needs for the program and the academic progress of the students.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Mary Pinson	Reading Coach
Sole Ward	Reading/LA Department Chair
James Ashley	Math Department Co-Chair
Rashaunna Portee	Science Department Chair
Lindsey Young	Social Studies Department Chair
Donald Ridgeway	Electives Department Chair

How the school-based LLT functions

The school-based LLT meets on a monthly basis (third Thursday) to discuss school-wide progress in literacy. Data from PMRN (FAIR Assessments), school-level benchmark reading assessments, and school-wide writing assessments is used to monitor student progress individually, by grade-level, and by sub-groups. Members of the team are also members of the School-Wide Curriculum Leadership Team

and the AVID Site Team. All three of these teams align the primary initiatives of the school, collect input from teachers, and make recommendations to administration.

Major initiatives of the LLT

The major initiative of the LLT will be the transition from NG-SSS to Common Core standards in the Reading/Language Arts department. Curriculum materials will be reviewed and replaced if neccessary in order to meet the demands of the rigorous CCSS. All professional development activities will be centered around the standards for both instructional and assessment purposes. Topics during Professional Development will include: Close Reading of Complex, Non-Fiction Text; Responding to text using text-based evidence; Multi-disciplinary opportunities for research and writing; Development and use of text dependent questions by both teacher and student.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Each teacher participates in on-going Professional Development that addresses the use of text as a learning tool. Teachers use high yield instructional strategies which include Cornell Notes, graphic organizers, concept webbs, writing in response to reading, and WICOR. Teachers use the Close Reading Process with text dependent questioning and discussion culminating in an extended written response to an essential question based in the text.
Administration reviews lessons plans, conducts frequent informal observations, and leads collaborative PLCs regarding the use of appropriate text and highly effective instructional strategies in literacy. The Reading Coach purposefully plans professional development and coaching opportunities that focus on text-based literacy for all teachers. In addition, the Reading Coach provides on site professional development training in NGCAR-PD and the District Reading Endorsement Competencies.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Teachers utilize real-world connections frequently within core academic courses. Opportunities for cross-curricular projects are provided at each grade level. In addition, community resources and partnerships such as Junior Achievement, Nursery Growers' Association, and Florida Farm Bureau are all utilized to provide rich, real-world experiences for students.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Students in 7th & 8th grade participate in electives which they select based on their interests. These courses include: Band, Orchestra, Spanish (MS & HS), AgScience, or Computer Applications. In addition, 8th grade students may select Journalism or an Internship with a directing teacher. During the Internship, students are trained in peer mediation, collaborative structures, and general mentoring

guidelines which help them assist younger peers in the classroom setting. Students in 8th grade also participate in Career Education that includes the development of a four-year High School Plan. Guidance Counselors work with both students and elective teachers in assisting students in developing their four-year plans.

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%	47%	No	61%
American Indian				
Asian				
Black/African American	36%	19%	No	42%
Hispanic	53%	46%	No	58%
White	65%	52%	No	69%
English language learners	29%	17%	No	36%
Students with disabilities	38%	10%	No	44%
Economically disadvantaged	52%	41%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	178	28%	40%
Students scoring at or above Achievement Level 4	116	18%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		45%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		55%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	332	52%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	70	44%	60%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	12	70%	75%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		55%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		45%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	98	47%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		85%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	48%	No	58%
American Indian				
Asian				
Black/African American	33%	23%	No	40%
Hispanic	50%	44%	No	55%
White	62%	56%	No	66%
English language learners	43%	25%	No	48%
Students with disabilities	32%	12%	No	39%
Economically disadvantaged	48%	43%	No	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	180	28%	35%
Students scoring at or above Achievement Level 4	123	20%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		65%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	408	64%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	99	62%	65%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	29	14%	22%
Middle school performance on high school EOC and industry certifications	29	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		30%
Students scoring at or above Achievement Level 4	16	66%	70%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		100%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	41	19%	30%
Students scoring at or above Achievement Level 4	39	18%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		1
Participation in STEM-related experiences provided for students	660	98%	99%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	80	12%	10%
Students who fail a mathematics course	25	4%	1%
Students who fail an English Language Arts course	5	0%	0%
Students who fail two or more courses in any subject	5	0%	0%
Students who receive two or more behavior referrals	129	20%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	76	12%	5%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Using our call-out system, and direct invitations to special events, our targets for parental involvement reflect a desire for a high percentage of parents to be engaged in the Lake Placid Middle School learning community. Particularly successful are open house, winter and spring concerts, and our science fair.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Open House, August 13, 2013	300	50%	60%
Winter Concert, December 10, 2013	200	95%	95%
Spring Concert, May 20, 2014	175	83%	90%
Science Expo, December 17, 2013	60	27%	35%
21st Century After-School Program Parent Night	25	35%	45%
Connect Ed Call System Outreach Messages	502	78%	85%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Increase student achievement in reading.

G2. Increase student achievement in math.

G3. Increase student achievement in Science.

G4. Increase student achievement in writing.

Goals Detail

G1. Increase student achievement in reading.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Civics EOC
- Science - Middle School

Resources Available to Support the Goal

- AVID Professional Development on WICOR Strategies (a balanced use of instructional strategies in Writing, Inquiry, Collaboration, Organization, and Reading).

Targeted Barriers to Achieving the Goal

- Time for Professional Development for teachers.

Plan to Monitor Progress Toward the Goal

Student Achievement

Person or Persons Responsible
Curriculum Leadership Team

Target Dates or Schedule:
Bi-Quarterly

Evidence of Completion:
Progress Monitoring Data

G2. Increase student achievement in math.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- AVID Professional Development on WICOR Strategies (a balanced use of instructional strategies in Writing, Inquiry, Collaboration, Organization, and Reading).

Targeted Barriers to Achieving the Goal
- Time for Professional Development.

Plan to Monitor Progress Toward the Goal

Student Achievement

Person or Persons Responsible
Curriculum Leadership Team

Target Dates or Schedule:
Bi-Quarterly

Evidence of Completion:
Progress Monitoring Data

G3. Increase student achievement in Science.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Science - Middle School

Resources Available to Support the Goal
- AVID Professional Development on WICOR Strategies (a balanced use of instructional strategies in Writing, Inquiry, Collaboration, Organization, and Reading).

Targeted Barriers to Achieving the Goal
- Time for Professional Development for teachers.

Plan to Monitor Progress Toward the Goal

Student Achievement

Person or Persons Responsible
Curriculum Leadership Team

Target Dates or Schedule:
Bi-Quarterly

Evidence of Completion:
Progress Monitoring Data

G4. Increase student achievement in writing.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Algebra 1 EOC

- Geometry EOC

- Civics EOC

- Science - Middle School

Resources Available to Support the Goal

- AVID Professional Development on WICOR Strategies (a balanced use of instructional strategies in Writing, Inquiry, Collaboration, Organization, and Reading).

Targeted Barriers to Achieving the Goal

- Time for Professional Development for teachers.

Plan to Monitor Progress Toward the Goal

Student Achievement

Person or Persons Responsible

Curriculum Leadership Team

Target Dates or Schedule:

Bi-Quarterly

Evidence of Completion:

Progress Monitoring Data

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Increase student achievement in reading.

G1.B1 Time for Professional Development for teachers.

G1.B1.S1 Implement Professional Learning Communities using Morning Common Planning time.

Action Step 1

Professional Develop utilizing WICOR as a balanced instructional approach.

Person or Persons Responsible

Content Area Teachers

Target Dates or Schedule

Morning Common Planning Time

Evidence of Completion

Action Plan

Facilitator:

Christie McMullen, AVID Consultant, provided initial instruction to all teachers. Administration & the Reading Coach will provide support to CLT Department Chairs to continue with Professional Development throughout the school year.

Participants:

All Classroom teachers.

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

Attendance at Common Planning Time PD

Person or Persons Responsible

Administration & Reading Coach

Target Dates or Schedule

Weekly PD Meetings

Evidence of Completion

Minutes from Meetings

Plan to Monitor Effectiveness of G1.B1.S1

Implementation of WICOR Strategies in Lesson Plans & Walk-Throughs

Person or Persons Responsible

Administration & Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Walk-Through Documentation

G2. Increase student achievement in math.

G2.B1 Time for Professional Development.

G2.B1.S1 Implement Professional Learning Communities using Morning Common Planning time.

Action Step 1

Professional Development utilizing WICOR as a balanced instructional approach.

Person or Persons Responsible

Content Area Math Teachers

Target Dates or Schedule

Morning Common Planning Time

Evidence of Completion

Action Plan

Facilitator:

Christie McMullen, AVID Consultant, provided initial instruction to all teachers. Administration & the Reading Coach will provide support to CLT Department Chairs to continue with Professional Development throughout the school year.

Participants:

All classroom teachers.

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

Attendance at Common Planning Time PD

Person or Persons Responsible

Administration & Reading Coach

Target Dates or Schedule

Weekly PD Meetings

Evidence of Completion

Minutes from Meeting

Plan to Monitor Effectiveness of G2.B1.S1

Implementation of WICOR Strategies in Lesson Plans & direct observation during Walk-Throughs

Person or Persons Responsible

Administration & Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Walk-Through Documentation

G3. Increase student achievement in Science.

G3.B1 Time for Professional Development for teachers.

G3.B1.S1 Implement Professional Learning Communities using Morning Common Planning time.

Action Step 1

Professional Develop utilizing WICOR as a balanced instructional approach.

Person or Persons Responsible

Content Area Teachers

Target Dates or Schedule

Morning Common Planning Time

Evidence of Completion

Action Plan

Facilitator:

Christie McMullen, AVID Consultant, provided initial instruction to all teachers. Administration & the Reading Coach will provide support to CLT Department Chairs to continue with Professional Development throughout the school year.

Participants:

All Classroom teachers.

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Attendance at Common Planning Time PD

Person or Persons Responsible

Administration & Reading Coach

Target Dates or Schedule

Weekly PD Meetings

Evidence of Completion

Minutes from Meetings

Plan to Monitor Effectiveness of G3.B1.S1

Implementation of WICOR Strategies in Lesson Plans & Walk Throughs

Person or Persons Responsible

Administration & Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Walk-Through Documentation

G4. Increase student achievement in writing.

G4.B1 Time for Professional Development for teachers.

G4.B1.S1 Implement Professional Learning Communities using Morning Common Planning time.

Action Step 1

Professional Develop utilizing WICOR as a balanced instructional approach.

Person or Persons Responsible

Content Area Teachers

Target Dates or Schedule

Morning Common Planning Time

Evidence of Completion

Action Plan

Facilitator:

Christie McMullen, AVID Consultant, provided initial instruction to all teachers. Administration & the Reading Coach will provide support to CLT Department Chairs to continue with Professional Development throughout the school year.

Participants:

All Classroom teachers.

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Attendance at Common Planning Time PD

Person or Persons Responsible

Administration & Reading Coach

Target Dates or Schedule

Weekly PD Meetings

Evidence of Completion

Minutes from Meetings

Plan to Monitor Effectiveness of G4.B1.S1

Implementation of WICOR Strategies in Lesson Plans & Walk-Throughs

Person or Persons Responsible

Administration & Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Walk-Through Documentation

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

All funds are coordinated through the School Board of Highlands County.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase student achievement in reading.

G1.B1 Time for Professional Development for teachers.

G1.B1.S1 Implement Professional Learning Communities using Morning Common Planning time.

PD Opportunity 1

Professional Develop utilizing WICOR as a balanced instructional approach.

Facilitator

Christie McMullen, AVID Consultant, provided initial instruction to all teachers. Administration & the Reading Coach will provide support to CLT Department Chairs to continue with Professional Development throughout the school year.

Participants

All Classroom teachers.

Target Dates or Schedule

Morning Common Planning Time

Evidence of Completion

Action Plan

G2. Increase student achievement in math.

G2.B1 Time for Professional Development.

G2.B1.S1 Implement Professional Learning Communities using Morning Common Planning time.

PD Opportunity 1

Professional Development utilizing WICOR as a balanced instructional approach.

Facilitator

Christie McMullen, AVID Consultant, provided initial instruction to all teachers. Administration & the Reading Coach will provide support to CLT Department Chairs to continue with Professional Development throughout the school year.

Participants

All classroom teachers.

Target Dates or Schedule

Morning Common Planning Time

Evidence of Completion

Action Plan

G3. Increase student achievement in Science.

G3.B1 Time for Professional Development for teachers.

G3.B1.S1 Implement Professional Learning Communities using Morning Common Planning time.

PD Opportunity 1

Professional Develop utilizing WICOR as a balanced instructional approach.

Facilitator

Christie McMullen, AVID Consultant, provided initial instruction to all teachers. Administration & the Reading Coach will provide support to CLT Department Chairs to continue with Professional Development throughout the school year.

Participants

All Classroom teachers.

Target Dates or Schedule

Morning Common Planning Time

Evidence of Completion

Action Plan

G4. Increase student achievement in writing.

G4.B1 Time for Professional Development for teachers.

G4.B1.S1 Implement Professional Learning Communities using Morning Common Planning time.

PD Opportunity 1

Professional Develop utilizing WICOR as a balanced instructional approach.

Facilitator

Christie McMullen, AVID Consultant, provided initial instruction to all teachers. Administration & the Reading Coach will provide support to CLT Department Chairs to continue with Professional Development throughout the school year.

Participants

All Classroom teachers.

Target Dates or Schedule

Morning Common Planning Time

Evidence of Completion

Action Plan

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Total
i3 Grant through the Heartland Education Consortium	$0	$0	$0
i3 Grant	$0	$0	$0
	$0	$0	$0
Total	$0	$0	$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase student achievement in reading.

G1.B1 Time for Professional Development for teachers.

G1.B1.S1 Implement Professional Learning Communities using Morning Common Planning time.

Action Step 1

Professional Develop utilizing WICOR as a balanced instructional approach.

Resource Type

Professional Development

Resource

AVID Consultant

Funding Source

i3 Grant through the Heartland Education Consortium

Amount Needed

G2. Increase student achievement in math.

G2.B1 Time for Professional Development.

G2.B1.S1 Implement Professional Learning Communities using Morning Common Planning time.

Action Step 1

Professional Development utilizing WICOR as a balanced instructional approach.

Resource Type

Professional Development

Resource

AVID Consultant

Funding Source

i3 Grant

Amount Needed

G3. Increase student achievement in Science.

G3.B1 Time for Professional Development for teachers.

G3.B1.S1 Implement Professional Learning Communities using Morning Common Planning time.

Action Step 1

Professional Develop utilizing WICOR as a balanced instructional approach.

Resource Type

Professional Development

Resource

AVID Consultant

Funding Source

i3 Grant

Amount Needed

G4. Increase student achievement in writing.

G4.B1 Time for Professional Development for teachers.

G4.B1.S1 Implement Professional Learning Communities using Morning Common Planning time.

Action Step 1

Professional Develop utilizing WICOR as a balanced instructional approach.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed