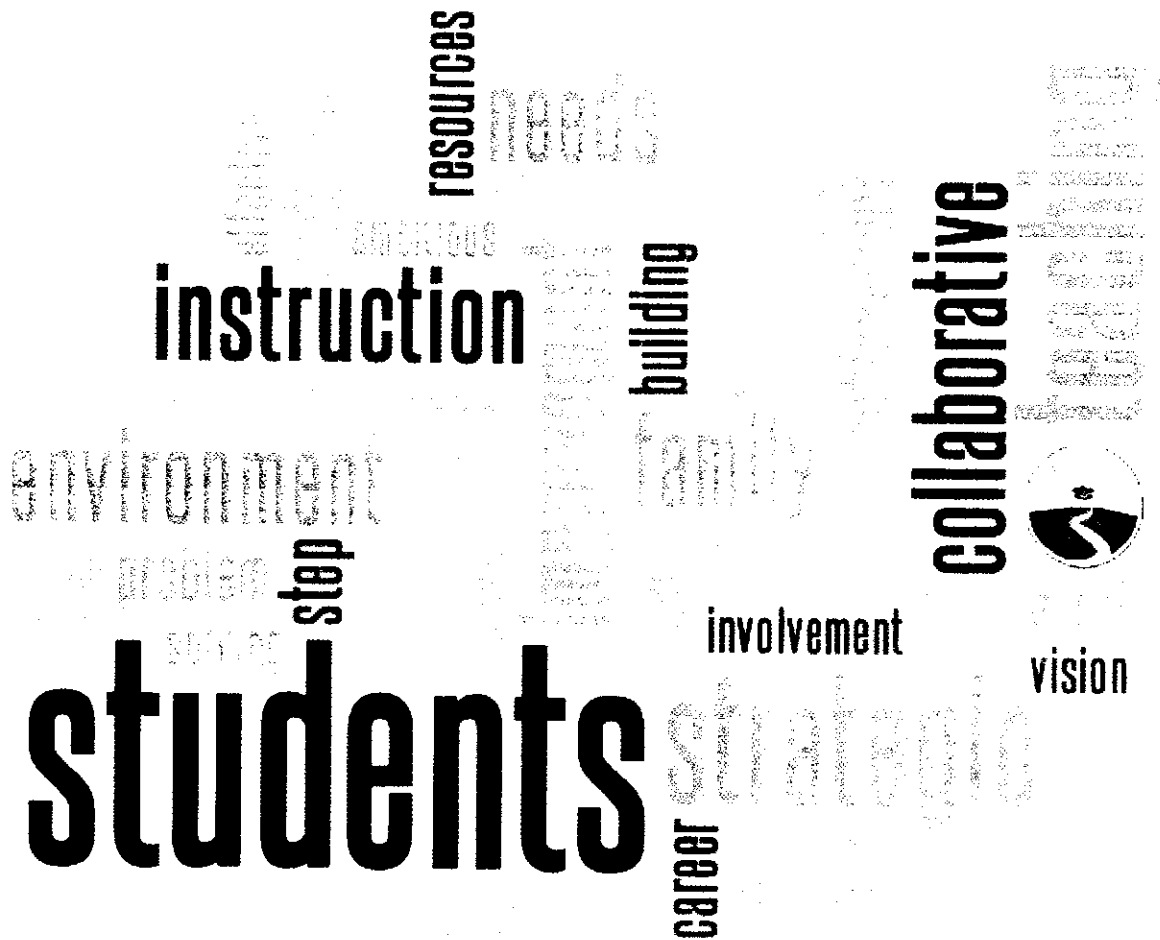


Lake Marion Creek Middle School



2016-17 School Improvement Plan

Lake Marion Creek Middle School

3055 LAKE MARION CREEK DR, Poinciana, FL 34759

<http://schools.polk-fl.net/lmce>

School Demographics

School Type and Grades Served
(per MSID File)

Middle School
5-8

2015-16 Title I School

Yes

2015-16 Economically Disadvantaged (FRL) Rate
(As Reported on Survey 3)

100%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2015-16 Minority Rate
(Reported as Non-white on Survey 2)

90%

School Grades History

Year Grade

2015-16

D

2014-15

F*

2013-14

D

2012-13

D

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

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

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

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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
- 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)

2016-17 DA Category and Statuses

DA Category	Region	RED
Focus	Southeast	<u>Gayle Sitter</u>
Former F		Turnaround Status
No		Implementing

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

The mission of Lake Marion Creek Middle is to provide a learning environment that empowers students to reach their educational and personal potential while nurturing their self-confidence and self-esteem to reach their goals for college and career readiness.

b. Provide the school's vision statement

Lake Marion Creek Middle School aims to provide, in partnership with the parents, a quality education so that all students are able to reach their full potential in a caring, secure environment that offers a challenging academic pathway.

2. School Environment

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

Trainings and faculty meetings address cultural differences within the student population. Support staff is provided according to cultural familiarity to allow students to feel comfortable in the educational setting. Many teachers were hired from Puerto Rico and New York and understand the challenges and needs of the students.

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

Staff is available to guide and promote student success. Students are taught self-advocacy and encouraged to request assistance for any difficulty, social and/or educational. Anti-bullying efforts are part of the school culture and curriculum is taught to educate students about the effects and consequences of bullying. Students are encouraged to report bullying through the website, to teachers and staff members, and using an anonymous drop box. All reports are investigated and dealt with accordingly.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Lake Marion Creek is a PBS (Positive Behavioral Supports) school and the staff is proactive in recognizing positive reinforcement strategies. Staff members have been trained in disciplinary protocols and procedures for behavior infractions are listed online in the faculty handbook. Parents are contacted and encouraged to assist to minimize incidents in the classroom that distract from the learning environment. Teachers utilize strategies from CHAMPS training to reinforce classroom procedures and expectations.

d. 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

Students are taught and encouraged to contact the guidance department, dean of students, and administration when experiencing difficulties or are in need of social-emotional direction. The school

psychologist, leadership team, and classroom teachers are available to students and will respond and/or refer students to the appropriate adults for assistance.

3. 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)(i)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

Early Warning Indicators are obtained through a review of Genesis Data, progress monitoring, and teacher documentation and is reviewed by the Leadership Team through the RtI process. Early warning indicators include attendance, discipline data, course failure in ELA and math, previous retentions, FCAT level 1, and ESE/ESOL data.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	1	51	49	45	0	0	0	0	146
One or more suspensions	0	0	0	0	0	0	16	23	12	0	0	0	0	51
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

We have leadership committee that meets regularly to ensure that the students identified through the early warning system will receive support throughout the school year. Once identified, students will receive the necessary tier of support and will be monitored through classroom visits and data collection.

All 5th grade classes have scheduled intervention blocks (triple iii), course/grade recovery programs are in place to recover failing grades, identified students are scheduled into check in - check out systems with counselors and/or administrators.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school hosts parent nights and will be starting community resource evenings through the ESOL department to encourage the involvement of parents in the education of their students. Community members are also encouraged to attend resource nights. Administration advertised CAT meetings and solicited business leaders to partner with the school for events and attend SAC meetings.

C. 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).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Costine, Maryjo	Principal
Kowallek, Rebecca	Assistant Principal
Cruz, Ramon	Assistant Principal
Crawford, Anetra	Guidance Counselor
Dyer, Jeni	Other
Pierce, Sharlene	Other
Velazquez, Eduardo	Other
Arnold, Pamela	Instructional Coach

b. Duties

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

Principal – MaryJo Costine: The Principal provides a common vision for the use of data-based decision making, models the Problem Solving Process; supervises the development of a strong infrastructure for implementation of MTSS; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support MTSS Implementation; develops a culture of expectation with the school staff for the implementation of MTSS school-wide; ensures resources are assigned to those areas in most need and communicates with parents regarding school-based MTSS plans and activities.

Guidance Counselors - Anetra Crawford, Danell Tang, Jane Ponceti : Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual

students. Communicate with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

Network Manager- Dennis Vosburg: Develops technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic design.

Assistant Principals - Rebecca Kowallek, Ramon Cruz, Jeni Dyer: Assists Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of MTSS, further assists the principal in the assessment of MTSS skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning MTSS plans and activities.

Selected General Education Teachers - Intermediate 5th grade and Middle School 6-8: Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement tier 2/3 intervention; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials/instruction in tiered intervention; collaborates with general education teachers.

Curriculum Coaches - Pamela Arnold, Sharlene Pierce, Jeanette Rios: develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate evident-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk", assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist - : Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical evaluation; assists in facilitation data-based making activities.

MTSS Behavior Representative (PBS): Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities.

LEA Facilitator - Louisa Taveras: Participates in collection, interpretation, and analysis of data; leads and evaluates the development and implementation of interventions for ESE programs; interprets needs based on the students individual education plans (IEP's); maintains communication with parents and guardians.

Literacy Interventionist - Eduardo Velazquez, Zoe Massas: Identify students who are at-risk of not meeting grade level proficiency, identify appropriate supplemental resources to meet students' individual needs, conduct differentiated small groups, evaluate effectiveness of interventions, and communicate progress to teachers and administrators.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS team is part of the Leadership Team for the school. It will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model. The MTSS team will meet at least once per month or more if needed to engage in the following activities:

- Review school-wide grade level and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.
- Help teachers design feasible strategies and interventions for struggling students by collaborating regularly problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, and student improvement.
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.
- Intervention teams also foster a sense of collegiality and mutual support among educator, promote the use of evidencebased interventions, and support teachers in carrying out intervention plans.

Title I, Part A,

Title I funds school-wide services to Lake Marion Creek. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title I, Part C- Migrant

Migrant students enrolled at Lake Marion Creek will be assisted by the school and by the district Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates assigned to school with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D

Title I, Part D, provides Transition Facilitators to assist students with transition from department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance counselors at schools to facilitate the transfer of records and appropriate placement.

Title II

Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title IID funds as made available. Funds available to Lake Marion Creek are used to pay for substitute teachers in order for our classroom teachers to received

training and/or have planning time to develop core integrated lesson plans.

Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless

The Hearth program, funded through Title X, provides support identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, part C.

Supplemental Academic Instruction (SAI) - Lake Marion Creek currently does not have any SAI units for the 2016-2017 school year.

Violence Prevention Programs

Lake Marion Creek provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs

Lake Marion Creek is participating in the CEO program providing free breakfast and lunch for all students.

Housing Programs

Students with housing needs are referred to the Homeless Student Advocate.

Head Start

Head Start is not located on our campus.

Adult Education

Students are provided with information related to adult education options upon request.

Career and Technical Education

N/A

Job Training

N/A

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Sharon Crowfield-Bienaime	Teacher
Belkis Garcia	Education Support Employee
MaryJo Costine	Principal
Eduardo Velazquez	Education Support Employee
Rebecca Kowallek	Education Support Employee
Ramon Cruz	Education Support Employee
Juan Seda	Education Support Employee
Vashti Maharaj	Parent
Betsy Diaz	Parent
Aurora Rentas	Parent
Tayna Garcia	Parent
Reginald Flucas	Parent
Yoainei Alvarez	Parent
Kenya Toro	Parent
Sharon Crowfield-Bienaime	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The SAC committee reviews the previous year's SIP and provides input to continue or improve existing supports based on current data.

b. Development of this school improvement plan

Throughout the school year SAC provides input and ideas to help develop the SIP. The SAC members will review and approve the SIP in the September 2016 meeting.

c. Preparation of the school's annual budget and plan

The SAC will assist in reviewing funds reported in the School Improvement Plan.

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

At this date (August, 2016) the SAC has not voted on the allocation of the school improvement funds.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Costine, Maryjo	Principal
Kowallek, Rebecca	Assistant Principal
Pierce, Sharlene	Other
Velazquez, Eduardo	Other
Arnold, Pamela	Instructional Coach
Dyer, Jeni	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The Literacy Leadership Team will meet monthly to analyze, plan, and provide professional instructional leadership that maintains vision, direction, and focus for student learning. The leadership team will unpack the literacy standards, monitor progress, and will formulate a plan to train teachers through departmental PLC's. The leadership team will then review implementation and address additional supports or training.

The major initiative for the LLT this year will be to reduce the number of level 1's and 2's in Reading as measured by the FSA and Progress monitoring, while at the same time increasing the number of Level 4's and 5's.

This will done by focusing on:

- Summarization/ Writing Across the Curriculum
- Vocabulary Knowledge
- Differentiated Instruction
- Remediating gaps in foundational skills
- Close reading to target skills
- Writing to text

D. 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).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Reading and math coaches will collaborate with teachers during common planning. Professional Development is geared towards collaborating to understand the standards and develop effective lesson strategies to ensure student engagement.

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

Administrators attended district job fairs to recruit highly qualified teachers. Vacancies are advertised on the district website.

Faculty induction training will be held monthly with all new teachers to the school to discuss needs, issues, and concerns. Administration will lead the training and leadership team will cover topic as needed.

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

New teachers are paired with mentors to guide instruction and assist with procedural inquiries. Teachers are paired according to the core content needs or level of expertise. An Induction program is available to all new teachers at the school site along with any teacher who needs additional support or training. Topics include but are not limited to: standards based instruction, lesson planning, classroom discipline, grading and pinnacle procedures, understanding and using student data, and other topics of concern.

Lake Marion Creek is also part of the i3 Scale-Up Grant, whereby a mentor is assigned to new teachers and is on staff to meet with them according to the guidelines.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Programs are determined by the district and the Florida Department of Education. Courses are adopted according to approval and student need. Materials are provided by the district content area specialists.

b. Instructional Strategies

1. 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

Level 1 and 2 students are identified. The reading coach, math coach, and literacy interventionists will: 1) use FSA, FAIR, and progress monitoring data to identify students 2) Use additional supports to address deficiencies in standards attainment 3) revise lists of targeted students after progress monitoring assessments and monitor the continued progress of students showing gains.

Expectations of teaching include frequent checks for understanding and formative assessments to determine groupings and re-teaching.

Instructional time and quality teaching strategies are supported through Agile Minds in Algebra.

2. 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: After School Program

Minutes added to school year:

Students are identified through FSA and FCAT science data and tutoring is offered to address math, reading, and science deficiencies. ESOL students have been targeted as the first group to participate.

Strategy Rationale

ESOL students are the largest subgroup in the school and have the greatest need for additional learning opportunities.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Arnold, Pamela, pamel.arnold@polk-fl.net

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

Progress monitoring data will be analyzed to determine effectiveness: FAIR reading data, Math data is still to be determined by the district and current standards based post tests will be used to gauge progress.

2. Student Transition and Readiness

a. 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).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Administrators visited the elementary feeder schools to assist students with the transition process. Lake Marion Creek Middle will begin conversations in March with high school feeder schools to transition 8th grade students to high school.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Early high school options were established, allowing students opportunities to complete high school credit courses will in middle school. A pre-medical academy, instructional television, and culinary program have been newly established and instructors will reach out to the community to develop the baselines for critical skills needed to advance to college and career standards.

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

The pre-academy and technical programs are in early stages of inception and are building the foundation for industry certification options. The programs available are pre-medical, culinary, and instructional television.

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

Pre-medical education is intended to afford students the opportunity to integrate core academic disciplines through medical concepts. Culinary and hospitality will align industry standards with Florida Standards. Instructional television will serve as a vehicle to relay information schoolwide and students will apply knowledge and application of the standards to the production of each program.

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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

PS = Problem Solving Step **QK** = Quick Key

Strategic Goals Summary

- G1.** Teachers will plan and deliver standard based instruction in every classroom and student tasks will be aligned to reflect the full intent of the standard.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teachers will plan and deliver standard based instruction in every classroom and student tasks will be aligned to reflect the full intent of the standard.

Targets Supported

Indicator	Annual Target
Algebra I EOC Pass Rate	61.0
FCAT 2.0 Science Proficiency	40.0

Targeted Barriers to Achieving the Goal

- Lack of Content Knowledge and Standard aligning test items and task analysis

Resources Available to Support the Goal

- Coaches
- Professional Development
- Reading Plan
- Common Teacher Planning Time
- Title I Funding
- District/State Support
- Technology

Plan to Monitor Progress Toward G1.

Increased number of teachers achieving an effective or higher rating in standards based instruction.

Person Responsible

Rebecca Kowallek

Schedule

Monthly, from 8/15/2016 to 6/8/2017

Evidence of Completion

Classroom walk-through data, Journeys Data

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

 = Problem Solving Step

 = Quick Key

G1. Teachers will plan and deliver standard based instruction in every classroom and student tasks will be aligned to reflect the full intent of the standard.

G1.B4 Lack of Content Knowledge and Standard aligning test items and task analysis

G1.B4.S1 Teachers will deliver standards based instruction aligning tasks to reflect the full intent of the standard using 5E lessons in math and science and gradual release in other content areas.

Strategy Rationale

Students need to be cognitively engaged in the learning activities that meets the demands of the rigor of the standards.

Action Step 1

School-based coaches will facilitate collaborative planning utilizing learning maps and the lesson plan template with a structured agenda to maximize time.

Person Responsible

Sharlene Pierce

Schedule

Weekly, from 8/24/2016 to 6/3/2017

Evidence of Completion

Common Planning Logs, Sign in sheet, Unpacking Tool, Lesson Plan Template

Action Step 2

School-based coaches will facilitate lesson plan development utilizing resources to incorporate higher order thinking questions and tasks that align to the standards.

Person Responsible

Sharlene Pierce

Schedule

Weekly, from 8/24/2016 to 6/3/2017

Evidence of Completion

Completed Lesson Plans and Walk-through data

Action Step 3

Increase accountable talk across all content areas; allow students to grapple

Person Responsible

Rebecca Kowallek

Schedule

On 6/3/2017

Evidence of Completion

Accountable talk rubric used during classroom walk-throughs

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Teachers will actively participate in analyzing the standards and building lessons creating a model form for instruction and working lesson plan.

Person Responsible

Sharlene Pierce

Schedule

Weekly, from 8/24/2016 to 6/3/2017

Evidence of Completion

lesson plan

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B4.S1

Administration and Coaches will participate in common planning

Person Responsible

Maryjo Costine

Schedule

Weekly, from 8/24/2016 to 6/3/2017

Evidence of Completion

Lesson Plans, Observation data

Plan to Monitor Fidelity of Implementation of G1.B4.S2

Coaches will send agenda to administrators and administrators will attend common planning sessions.

Person Responsible

Maryjo Costine

Schedule

Biweekly, from 8/31/2016 to 6/3/2017

Evidence of Completion

Agendas, Observational data, Formative Assessment Tracker

Plan to Monitor Effectiveness of Implementation of G1.B4.S2

Administrators will conduct classroom walk-throughs to observe delivery of standards based instruction.

Person Responsible

Rebecca Kowallek

Schedule

Weekly, from 8/24/2016 to 6/3/2017

Evidence of Completion

Classroom walk-through feedback, Lesson Plans aligned to delivery