

The School District of Lee County

Cypress Lake Middle School



2015-16 School Improvement Plan

Cypress Lake Middle School

8901 CYPRESS LAKE DR, Fort Myers, FL 33919

<http://cym.leeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	37%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	42%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary 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 Lee County School Board.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	30
Appendix 2: Professional Development and Technical Assistance Outlines	31
Professional Development Opportunities	32
Technical Assistance Items	33
Appendix 3: Budget to Support Goals	0

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, B or C 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At Cypress Lake Middle School, we have a mantra:
"Passion for Success: Music, Arts and Life!"

Provide the school's vision statement

At Cypress Lake Middle School, we want to create a safe environment where students have access to tools and opportunities to promote social and academic growth leading to success in 21st Century.

School Environment

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

As an arts school, we pride ourselves on teaching the whole child. The first week of school is spent forging those relationships with students and getting to know them through various cooperative learning activities. We are in our second year of becoming a Positive Behavior Support (PBS) school. School-wide expectations are taught throughout the first week and reinforced by all staff members. Teachers are encouraged to make a parent contact in the first two weeks of school to introduce themselves. This phone call is essential in establishing the relationship with the parent to ensure each child's success.

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

CLMS is in the process of becoming a Positive Behavior Support (PBS) school. This process requires all areas of our campus to follow our established expectations for students. This is our PRIDE acronym, which stands for: Prepared, Respectful, Integrity, Dedicated, and Engaged. Our campus is completely closed until 9:10. Students are allowed to enter through the main office for tutoring and/or club meetings. Parents can take advantage of our before school care program, which is the Early Bird Program. Students can work on homework and socialize in a safe environment under the direction of a school staff member. During the day, teachers incorporate positive social skills activity through the cooperative learning activities in their content areas. Again, the PRIDE expectations are reinforced in all classrooms and areas in the school. After school there are a number of activities and places for students to feel connected to CLMS. We have over 10 clubs that meet on a weekly basis, the intramural sports program, and our Homework Haven program. Homework Haven is a place where students can receive assistance on their homework. A certified teacher in the area reading supports the students to complete homework, work on projects, and provide a safe environment for students.

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

Through our efforts to become a Positive Behavior Support (PBS) school, we completely overhauled our discipline system. Each student has a behavior card in their planner that tracks their positive and negative behavior choices. This is a progressive discipline system that relies on re-teaching the replacement behavior and open communication with the students' parent(s). Established protocols for

misbehavior in class are clear with a flow chart for consistency. There are five specific behaviors that we have targeted for improvement: disruption, insubordination/disrespect, tardy to class, safety violation, and out of area. Students are issued a warning and reminded of the expectation. If the behavior continues, the staff member will sign the student's Panther Card. Depending on where the student is on their Panther Card, there will be either a warning or a consequence such as a lunch detention or PM detention. Regardless of where the student is on their Panther Card, parent contact is always made. As previously mentioned, there are clear expectations for behavior through our PRIDE expectations. For each area of the school, we have defined the behaviors we expect through the PRIDE. For example, we have a poster in the cafeteria for how you can show PRIDE in the cafeteria. All students participated in a grade-level expectation assembly on the third day of school. Administration reiterated the expectations across the campus. Along with the negative behavior card, we also have a positive behavior card to track those positive behavior choices that students make. There are various rewards built in (again progressive buildup of rewards) for every few positive Panther Cards that are signed. Training for our school personnel occurred during preschool week. Instructional staff were trained for six hours on the philosophies of PBS, the changes to our discipline protocols, and the Panther Card. Support staff were trained by an administrator for an hour on the established protocols for discipline. Many of our support staff came in on their own time to be trained with the teachers for the six hours.

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

This year we continue to provide our students, parents, and staff with a cohesive and stable administration team with Mrs. Maniscalco, Mrs. Donohue, and Mr. Gibson. We all have Exceptional Student Education Experience. Mr. Brian Gibson is a former behavior specialist. Mrs. Katie Donohue, the other assistant principal, is also a former behavior specialist. This ESE experience at the administrative level is a huge advantage for our students. Mr. Gibson and Mrs. Donohue work very closely with all staff to ensure that the social-emotional needs of our students are being met. It was communicated during our grade-level expectation assemblies that students can come to us any time with any issues they may be experiencing. Mrs. Jennese Morauski, our school counselor, is an invaluable resource for our students. She establishes a relationship with students and parents in the first few weeks of school. This year, all of our struggling readers have an extra reading class to meet their individual needs. This year at our opening faculty meeting we encouraged all staff members to be at least one student's champion. We stressed the importance of building relationships with students and their families.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Students with attendance below 90%: Amy Rye, Information Specialist, handles attendance. She monitors the attendance and in the event that a student reaches three unexcused absences, she informs the appropriate assistant principal and that administrator meets with the student and send a letter home. When a student reaches four unexcused absences, the administrator calls down the student and a parent phone call is made. Upon reaching five unexcused absences, the social worker, Ajla Zak is now brought in to assume monitoring responsibilities. Ajla will make a home visit and start the legal process of non-attendance. The School District of Lee County also adopted a new attendance and gradebook program, Focus, which will also enhance our ability to track attendance of students.

One or more suspensions: Through the use of our progressive discipline system, the Panther Card really opens up the lines of communication between the school and parent.

Course failure: We utilize an Academic Intervention process when a student is failing a course. Every three weeks, a progress report is sent home to the parent. If a child is failing an academic class, the teacher makes the first contact at the three weeks. If at the six week mark, the student is still failing, the teacher makes contact again. By the end of the quarter, if the student is still failing, the administrator takes over and initiates some type of intervention. Whether it is the student is assigned to attend Homework Haven, taken out of an elective and placed in an Intervention Class, and/or assigned to our Lunch Bunch program, the student has some type of Intervention to get them on track. The administrator oversees these academic interventions until the semester is up and then the student starts over in the next semester.

All struggling readers are placed in a three period Language Arts/Reading class. The Language Arts periods are blocked together while the separate Reading class occurs during another time of the day. Our ESOL students receive the support of Rosetta Stone during this Intensive Reading class as well. As many of our ESE students are also struggling readers, we have ensured that either an ESE teacher or an ESE paraprofessional is placed with each reading class to provide extra support.

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	33	30	33	96
One or more suspensions	8	21	17	46
Course failure in ELA or Math	2	1	6	9
Level 1 on statewide assessment	30	25	15	70

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	21	15	16	52

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

Students who are identified as exhibiting two or more early warning indicators will work with their administrator through the interventions described in Part A. In addition to these interventions, regular parent contact to update on the progress of the interventions. Daily check-in/check-out will occur by the administrator as well as identifying a staff member on campus that can serve as a mentor.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

CLMS maintains an active parent organization which regularly meets and supports events in the school community. The volunteer coordinator accepts volunteer and places them in classrooms according to skills, abilities and needs of students and staff. Parents are an integral part of our Art mantra, supporting and participating in all areas of our performance schedule. We offer several opportunities for parents to interact with teachers in the classroom setting, including open houses, orientations and portfolio night. Last year we held an additional Portfolio Night in the community to provide an opportunity for those families without transportation to hear about their child's successes. This was very successful and we will be continuing that again this year. The student planner is a communication tool that is used to inform parents of upcoming events and progress report timetable. Parentlink communication is used to reach a large portion of our parent population.

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

Cypress Lake Middle School has many opportunities for building and sustaining community partnerships. Through our major fundraiser, the CLMS Silent Auction, area businesses donate goods and services to be auctioned off. The proceeds directly benefit the students of CLMS. The combined partnership of J. Ding, Darling Refuge and 1st Florida Bank sponsors a photography contest at the school level. The refuge sends out rangers to speak to the art classes as well as the winners have their photographs displayed at the bank. One of our literacy initiatives, One Book, One School's culminating event frequently includes guest speakers and demonstrations related to the theme of the book. We have a cooperation with the Holocaust Museum of SWFL to bring the boxcar and survivors of the Holocaust to the school to speak with the students. There is also a community involvement evening during which a guest speaker presents and the community at large is invited. We have relationships with several area restaurants which provide coupons as rewards as well as host CLMS nights where a portion of their profits directly benefits CLMS. Our Arts Department provides entertainment at various local venues.

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:

Name	Title
Maniscalco, Kelly	Principal
Donohue, Katie	Assistant Principal
Thomas, Lisanne	Instructional Coach
Gibson, Brian	Assistant Principal
Morauski, Jennese	Guidance Counselor
Vidlund, Christine	Teacher, K-12
Voyer, Dawn	Teacher, K-12
Williams, Joy	Teacher, K-12
Williams, Lisa	Teacher, K-12
Stirns, Cindy	Teacher, K-12
Fiore, Wendy	Teacher, K-12
Patel, Suzi	Teacher, ESE
Mansfield, Laurie	Instructional Media

Duties

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

The roles of each member are as follows:

Classroom Teacher

- Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
- Deliver instructional interventions with fidelity

Reading or Math Coach/Specialist

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes & anecdotes of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

- Attend MTSS Team meetings for students receiving supplemental and intensive supports.
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal

- Facilitate implementation of the MTSS problem-solving process in your building
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselor/Curriculum Specialist

- Often MTSS Team facilitators
- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms
- Conduct social-developmental history interviews when requested

School Psychologist

- Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- Collaborate with MTSS Team on effective instruction & specific interventions
- Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions

ESE Teacher/Staffing Specialist

- Consult with MTSS Team regarding intensive interventions
- Incorporate MTSS data when making eligibility decisions

Specialist (Behavior, OT, PT, ASD)

- Consult with MTSS Team
- Provide staff trainings

Social Worker

- Attend MTSS Team meetings when requested
- Conduct social-developmental history interviews and share with MTSS Team

ESOL/ELL Representative

- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
- Conduct language screenings and assessments
- Provide ELL interventions at all tiers

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 Problem-Solving team at CLMS meets on a weekly, monthly, as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.

Title II: CLMS was allocated approximately \$ for Title II in the 2015-2016 school year.

SAI: Pending, to be completed upon next review.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kathy Burg	Parent
Ramie Hall	Parent
Jennese Morauski	Teacher
Lori Fayhee	Parent
John Carlin	Parent
Michael Wilhelm	Parent
Lisanne Thomas	Teacher
Kelly Maniscalco	Principal
Sherry Gunsett-Kennedy	Parent
Suzi Patel	Teacher
Lynne Abbott	Business/Community
James Hall	Parent
Brian Gibson	Principal
Katie Donohue	Principal
James Thomas	Education Support Employee
Meg Middaugh	Parent
Bernadette Collier	Parent
Pat McCarley	Parent
Kerry Constantine	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 School Advisory Council (SAC) met and reviewed the School Improvement Plan (SIP). They offered input on Homework Haven and Lunch Bunch. Some SAC members volunteered to come in and assist with these programs. The committee improved the plan.

Development of this school improvement plan

Katie Donohue, AP, Lisanne Thomas, Reading Coach, Cindy Stirns, Language Arts Department Chair, and Christine Vidlund, Math Department Chair wrote the School Improvement Plan. The SAC reviews the plan providing feedback after an initial first draft. Revisions are then provided to members of the SAC for further feedback before the process is finalized.

Preparation of the school's annual budget and plan

The needs of the school were assessed by the SAC and a plan to disperse the money where it will have the greatest impact on student learning and expectations.

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

Cypress Lake Middle School used SAC funds for parent communication postage, picnic tables for the outdoor classroom areas, new storage containers for One Book, One School books, and PBS initiatives.

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:

Name	Title
Donohue, Katie	Assistant Principal
Gibson, Brian	Assistant Principal
Maniscalco, Kelly	Principal
Thomas, Lianne	Instructional Coach
Morauski, Jennese	Guidance Counselor
Williams, Lisa	Teacher, K-12
Williams, Joy	Teacher, K-12
Voyer, Dawn	Teacher, K-12
Vidlund, Christine	Teacher, K-12
Stirns, Cindy	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will continue to promote school-wide literacy projects through One Book One School and Holocaust remembrance. This year we will be norming the FSA Writing Rubric across all subjects and grades. We will standardize use of highlighting with Teen Biz and texts through all subject areas. Close reads strategies will be reinforced through professional development and implemented in all classes, including arts and electives.

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

Cypress Lake Middle School maintains one of the strongest networks of Professional Learning Communities in the school district. During the Professional Learning Communities designated time, professional development, peer mentoring, common planning and support systems are integrated and managed by teacher leaders and administration. The principal, Kelly Maniscalco, and the two APs, oversee each of the four primary PLCs, but they are individually, and primarily, managed by PLC leaders.

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

CLMS has a low turnover rate for our faculty. New teachers are mentored through a comprehensive program during which they are familiarized with district and school expectations and protocols. New teachers are also given the opportunity to visit established classrooms to observe best practices.

Teachers are encouraged to acknowledge their peers for exemplary efforts through a Recognition Board that is displayed in the front office. Regular administrative classroom visits are used to provide guidance and feedback. Administration attends job fairs and maintains a continuing relationship with both Florida Gulf Coast University and Florida Southwestern State College. Administration also allows for active leader involvement in the hiring process of new teachers.

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

A school-based new teacher immersion program operated intensively for the first quarter, acclimating teachers new to the district and new to CLMS in all aspects of curriculum, school culture, school policy and procedures, lesson planning, and parent communication. The program is fully managed by a teacher leader, Dawn Voyer, who was a State finalist for Teacher of the Year. All new teachers have a mentor who teaches within the same PLC - mentors and mentees are required to meet weekly, but frequently collaborate daily.

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

CLMS follows the academic plans and curriculum adopted by Lee County in all academic areas. Lesson plans are subject to administrative review weekly and administrative classroom visits are regularly scheduled to ensure fidelity to prescribed materials.

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

Student data was analyzed through the summer to provide the best possible course placement for each student. Each Professional Learning Community is tasked with analyzing all testing data through Performance Matters in order to guide instruction based on student strengths and weaknesses. A separate reading class was created for struggling readers to support reading instruction.

English Language Arts and Reading use Achieve 3000 which provides for differentiated materials according to the students' lexile. Data from these activities are monitored by the ELA/Rdg teachers and shared with the school to focus instruction across the curriculum.

A Lunch Bunch program was initiated to support students in completion of assignments. Students in 8th grade are referred to the program by a classroom teacher. Students attend during lunch and are given tutoring support to complete missed or missing work.

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: 3,750

Homework Haven is an after school program provided twice weekly. It is staffed by an ELA and Math teacher to provide one on one support, as well as technology access for all learners.

Strategy Rationale

Not all students have access to technology or support at home. Homework Haven presents a quiet, focused atmosphere with academic coaching in core curriculum twice weekly. Activity buses are available to provide transportation.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Gibson, Brian, brianlg@leeschools.net

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

Attendance is monitored. On an individual basis, student grades are monitored if Homework Haven is assigned as a result of Academic Referral intervention.

Strategy: Before School Program

Minutes added to school year: 1,080

Math Tutoring

Strategy Rationale

All math teachers offer either before/after school tutoring for all levels of math students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Donohue, Katie, katiead@leeschools.net

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

Attendance sheets will be analyzed with student progress towards goals and their grades.

Strategy: Before School Program

Minutes added to school year: 1,710

Math tutoring is offered for each course. The focus during tutoring is preview and review of material covered and additional practice and support.

Strategy Rationale

Effective math teachers lead the tutoring to allow for small group, focused instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Gibson, Brian, brianlg@leeschools.net

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

Individual grades are monitored when tutoring is used as an intervention for Academic Referral.

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

Cypress holds two registration evenings for incoming 6th graders during which students meet individually with a teacher to make course selections based on preference for the coming school year. Should a student not attend one of these registration evenings, the guidance counselor visits the elementary schools to facilitate elective choices. Additionally, a New Student Orientation dedicated before school begins for 6th graders, new students, and even returning students to walk their schedule, meet teachers, and become comfortable with the school.

College and Career Readiness

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

Students receive career planning through Social Studies courses. Assistant Principals assigned to sections of the alphabet assist students with course selection through Orientations, personal meetings and parent communication. CLMS also offers various Arts "tracks" so that students may develop individual artistic skills over the course of their 3 years in middle school.

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

CLMS currently offers industry certification in Microsoft Word and Powerpoint through our Computer Applications courses.

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

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

With the additional reading course for struggling readers, we are hopeful that we are sending more students to high school that are reading on grade level to ensure success in core subjects in high school.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

.

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.

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.

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.** Teacher engagement will increase at least 0.2 in the Q12 area of "In the last seven days, I have received recognition or praise for doing good work" as measured by the FY16 Gallup Teacher Engagement Survey.

- G2.** 100% of core subject area teachers will track standards and progress monitor through the Castle Standards Tracker during FY16 as documented by professional learning community minutes.

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. Teacher engagement will increase at least 0.2 in the Q12 area of "In the last seven days, I have received recognition or praise for doing good work" as measured by the FY16 Gallup Teacher Engagement Survey. 1a

G074318

Targets Supported 1b

Indicator	Annual Target
5Es Score: Teacher-Principal Trust	3.96

Resources Available to Support the Goal 2

- Time
- Feedback from teachers to see what type of recognition they would like to receive

Targeted Barriers to Achieving the Goal 3

- Time for administration to get into classrooms to provide authentic recognition/praise.
- Teachers should be providing feedback to each other; not just administration.
- Focus on teacher "work horses".

Plan to Monitor Progress Toward G1. 8

Frequent monitoring of calendar

Person Responsible

Katie Donohue

Schedule

Weekly, from 9/28/2015 to 6/10/2016

Evidence of Completion

Ongoing monitoring

G2. 100% of core subject area teachers will track standards and progress monitor through the Castle Standards Tracker during FY16 as documented by professional learning community minutes. 1a

G074319

Targets Supported 1b

Indicator	Annual Target
Math Gains District Assessment	
ELA/Reading Gains District Assessment	
Science Achievement District Assessment	
Civics EOC Pass	
Writing Gains District Assessment	

Resources Available to Support the Goal 2

- Additional training
- Communication of minimum expectations

Targeted Barriers to Achieving the Goal 3

- Teachers need to know the standard indicators proficiently.
- Castle is another program to learn how to use.

Plan to Monitor Progress Toward G2. 8

Frequent monitoring of minutes/Castle data

Person Responsible

Kelly Maniscalco

Schedule

Monthly, from 9/15/2015 to 6/10/2016

Evidence of Completion

Open communication between PLC leaders and administration.

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. Teacher engagement will increase at least 0.2 in the Q12 area of "In the last seven days, I have received recognition or praise for doing good work" as measured by the FY16 Gallup Teacher Engagement Survey. **1**

 G074318

G1.B1 Time for administration to get into classrooms to provide authentic recognition/praise. **2**

 B194004

G1.B1.S1 Administration creates a calendar to ensure that all classrooms are visited on a regular basis.

4

 S205529

Strategy Rationale

It is easy to get focused on a particular teacher/subject/hallway and some classrooms get missed.

Action Step 1 **5**

Administration will create a calendar that will detail a rotation of classroom visits.

Person Responsible

Katie Donohue

Schedule

On 9/25/2015

Evidence of Completion

Calendar created by Katie

Action Step 2 5

Administration will create a calendar that will detail a rotation of classroom visits.

Person Responsible

Katie Donohue

Schedule

On 9/25/2015

Evidence of Completion

Calendar created by Katie

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

Calendar created and used by administration.

Person Responsible

Katie Donohue

Schedule

On 9/25/2015

Evidence of Completion

Calendar will indicate which hallways will be visited by administration and also be editable so we can all contribute once a recognition has taken place.

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

Teacher Gallup Poll 2016

Person Responsible

Katie Donohue

Schedule

On 6/25/2016

Evidence of Completion

Results of Teacher Gallup Poll analyzed.

G1.B2 Teachers should be providing feedback to each other; not just administration. 2

 B194005

G1.B2.S1 Utilize Castle kudos to recognize their peers. 4

 S205530

Strategy Rationale

Easy and quick way for teachers to give recognition to someone.

Action Step 1 5

Staff meeting to show teachers where they can enter kudos for other staff members

Person Responsible

Brian Gibson

Schedule

On 9/15/2015

Evidence of Completion

Meeting minutes/Power Point that Mr. Gibson reviewed with teachers.

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

Continually monitor Castle for use

Person Responsible

Brian Gibson

Schedule

Weekly, from 9/15/2015 to 6/10/2016

Evidence of Completion

Castle reports

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

Frequent monitoring of Castle kudos

Person Responsible

Brian Gibson

Schedule

Weekly, from 9/15/2015 to 6/10/2016

Evidence of Completion

Mr. Gibson will frequently monitor Castle kudos to ensure that teachers continually utilize this as an avenue to recognize their peers.

G1.B4 Focus on teacher "work horses". 2

 B194007

G1.B4.S1 Again, using a calendar to ensure that every teacher is recognized on a regular basis. 4

 S205531

Strategy Rationale

Put emphasis on those teachers that are working behind the scenes.

Action Step 1 5

Creation of rotation calendar

Person Responsible

Katie Donohue

Schedule

On 9/25/2015

Evidence of Completion

Katie will create a calendar to provide fair and frequent recognition for all teachers/staff.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Frequent use/monitoring of calendar

Person Responsible

Katie Donohue

Schedule

Weekly, from 9/28/2015 to 6/10/2016

Evidence of Completion

The rotation calendar is the evidence to show that we are focusing on all teachers.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Teacher Gallup Poll results

Person Responsible

Katie Donohue

Schedule

On 6/25/2016

Evidence of Completion

Teacher Gallup poll results analyzed.

G2. 100% of core subject area teachers will track standards and progress monitor through the Castle Standards Tracker during FY16 as documented by professional learning community minutes. 1

G074319

G2.B1 Teachers need to know the standard indicators proficiently. 2

B194008

G2.B1.S1 More time with standards and understanding them and how to teach the standards in the classroom. 4

S205532

Strategy Rationale

In order for teachers to effectively utilize a standards tracker, they need to be comfortable with the standards and how to effectively re-teach them.

Action Step 1 5

PLC time needs to be devoted to working with the common course team.

Person Responsible

Kelly Maniscalco

Schedule

Weekly, from 9/15/2015 to 6/10/2016

Evidence of Completion

PLC minutes

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

PLC leaders will report to the administrator in charge of the PLC on how the common course planning is going.

Person Responsible

Kelly Maniscalco

Schedule

Monthly, from 9/15/2015 to 6/10/2016

Evidence of Completion

Notes taken during the PLC leader/administration meeting.

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

Discussion between the administration team to monitor for effectiveness.

Person Responsible

Kelly Maniscalco

Schedule

Monthly, from 9/15/2015 to 6/10/2016


Evidence of Completion

Meeting minutes

G2.B2 Castle is another program to learn how to use. 2

 B194009

G2.B2.S1 Training required for Castle 4

 S205533

Strategy Rationale

Teachers need to be trained in an effective manner on the implementation of this program.

Action Step 1 5

Teachers need training in Castle in order to meet this goal.

Person Responsible

Brian Gibson

Schedule

Quarterly, from 9/15/2015 to 1/11/2016

Evidence of Completion

Initial training to take place on the 15th with smaller trainings offered as needed.

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

Frequent monitoring of Castle data

Person Responsible

Brian Gibson

Schedule

Monthly, from 9/21/2015 to 6/10/2016

Evidence of Completion

Mr. Gibson will frequently meet with the PLCs to monitor the implementation as well as directly checking Castle.

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

Open communication with PLCs to ensure that everyone is comfortable using the program.

Person Responsible

Brian Gibson

Schedule

Monthly, from 9/21/2015 to 6/10/2016

Evidence of Completion

PLC minutes

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Administration will create a calendar that will detail a rotation of classroom visits.	Donohue, Katie	9/25/2015	Calendar created by Katie	9/25/2015 one-time
G1.B2.S1.A1	Staff meeting to show teachers where they can enter kudos for other staff members	Gibson, Brian	9/15/2015	Meeting minutes/Power Point that Mr. Gibson reviewed with teachers.	9/15/2015 one-time
G1.B4.S1.A1	Creation of rotation calendar	Donohue, Katie	9/25/2015	Katie will create a calendar to provide fair and frequent recognition for all teachers/staff.	9/25/2015 one-time
G2.B1.S1.A1	PLC time needs to be devoted to working with the common course team.	Maniscalco, Kelly	9/15/2015	PLC minutes	6/10/2016 weekly
G2.B2.S1.A1	Teachers need training in Castle in order to meet this goal.	Gibson, Brian	9/15/2015	Initial training to take place on the 15th with smaller trainings offered as needed.	1/11/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A2	Administration will create a calendar that will detail a rotation of classroom visits.	Donohue, Katie	9/25/2015	Calendar created by Katie	9/25/2015 one-time
G1.MA1	Frequent monitoring of calendar	Donohue, Katie	9/28/2015	Ongoing monitoring	6/10/2016 weekly
G1.B1.S1.MA1	Teacher Gallup Poll 2016	Donohue, Katie	6/25/2016	Results of Teacher Gallup Poll analyzed.	6/25/2016 one-time
G1.B1.S1.MA1	Calendar created and used by administration.	Donohue, Katie	9/25/2015	Calendar will indicate which hallways will be visited by administration and also be editable so we can all contribute once a recognition has taken place.	9/25/2015 one-time
G1.B2.S1.MA1	Frequent monitoring of Castle kudos	Gibson, Brian	9/15/2015	Mr. Gibson will frequently monitor Castle kudos to ensure that teachers continually utilize this as an avenue to recognize their peers.	6/10/2016 weekly
G1.B2.S1.MA1	Continually monitor Castle for use	Gibson, Brian	9/15/2015	Castle reports	6/10/2016 weekly
G1.B4.S1.MA1	Teacher Gallup Poll results	Donohue, Katie	6/25/2016	Teacher Gallup poll results analyzed.	6/25/2016 one-time
G1.B4.S1.MA1	Frequent use/monitoring of calendar	Donohue, Katie	9/28/2015	The rotation calendar is the evidence to show that we are focusing on all teachers.	6/10/2016 weekly
G2.MA1	Frequent monitoring of minutes/Castle data	Maniscalco, Kelly	9/15/2015	Open communication between PLC leaders and administration.	6/10/2016 monthly
G2.B1.S1.MA1	Discussion between the administration team to monitor for effectiveness.	Maniscalco, Kelly	9/15/2015	Meeting minutes	6/10/2016 monthly
G2.B1.S1.MA1	PLC leaders will report to the administrator in charge of the PLC on how the common course planning is going.	Maniscalco, Kelly	9/15/2015	Notes taken during the PLC leader/ administration meeting.	6/10/2016 monthly
G2.B2.S1.MA1	Open communication with PLCs to ensure that everyone is comfortable using the program.	Gibson, Brian	9/21/2015	PLC minutes	6/10/2016 monthly
G2.B2.S1.MA1	Frequent monitoring of Castle data	Gibson, Brian	9/21/2015	Mr. Gibson will frequently meet with the PLCs to monitor the implementation as well as directly checking Castle.	6/10/2016 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 Opportunities

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

G2. 100% of core subject area teachers will track standards and progress monitor through the Castle Standards Tracker during FY16 as documented by professional learning community minutes.

G2.B2 Castle is another program to learn how to use.

G2.B2.S1 Training required for Castle

PD Opportunity 1

Teachers need training in Castle in order to meet this goal.

Facilitator

Brian Gibson

Participants

Any CLMS teacher

Schedule

Quarterly, from 9/15/2015 to 1/11/2016

Technical Assistance Items

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

Budget

Budget Data			
1	G1.B1.S1.A1	Administration will create a calendar that will detail a rotation of classroom visits.	\$0.00
2	G1.B1.S1.A2	Administration will create a calendar that will detail a rotation of classroom visits.	\$0.00
3	G1.B2.S1.A1	Staff meeting to show teachers where they can enter kudos for other staff members	\$0.00
4	G1.B4.S1.A1	Creation of rotation calendar	\$0.00
5	G2.B1.S1.A1	PLC time needs to be devoted to working with the common course team.	\$0.00
6	G2.B2.S1.A1	Teachers need training in Castle in order to meet this goal.	\$0.00
			Total: \$0.00