

The School District of Lee County

Cypress Lake Middle School



2016-17 Schoolwide Improvement Plan

Cypress Lake Middle School

8901 CYPRESS LAKE DR, Fort Myers, FL 33919

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

School Demographics

School Type and Grades Served (per MSID File) Middle School 6-8	2015-16 Title I School No	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) 56%
Primary Service Type (per MSID File) K-12 General Education	Charter School No	2018-19 Minority Rate (Reported as Non-white on Survey 2) 40%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Cypress Lake Middle School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

At Cypress Lake Middle School, we have a mantra:

"Passion for Success: Music, Arts and Life!"

b. Provide the school's vision statement.

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

2. School Environment

a. 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 Interventions and Support (PBIS) 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.

b. 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 Interventions and Support (PBIS) 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 9:20. 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.

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.

Through our efforts to become a Positive Behavior Interventions and Support (PBIS) 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 PBIS, 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.

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.

This year we continue to provide our students, parents, and staff with a cohesive administration team with Mrs. Maniscalco, Mrs. Donohue, and Mrs. Carlsen. Mrs. Maniscalco and Mrs. Donohue have Exceptional Student Education Experience. Mrs. Katie Donohue is a former behavior specialist. This ESE experience at the administrative level is a huge advantage for our students. Mrs. Donohue and Mrs. Carlsen 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. All 6th grade students are enrolled in an Advisement class that follows the Second Step curriculum. This curriculum covers the social skills component as well as anti-bullying and decision-making. This advisement class meets every other day and students have opportunities to engage in positive peer relationships. Our 7th and 8th graders will also have exposure to the Second Step curriculum through an academic class that is blocked. 7th grade will have it through their Civics class and 8th grade will have it through Science class.

3. Early Warning Systems

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

Students with attendance below 90%: Dawn Pierce, 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 Language Arts and Reading every day. 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.

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	0	13	31	32	0	0	0	0	76
One or more suspensions	0	0	0	0	0	0	19	30	27	0	0	0	0	76
Course failure in ELA or Math	0	0	0	0	0	0	12	6	8	0	0	0	0	26
Level 1 on statewide assessment	0	0	0	0	0	0	44	75	51	0	0	0	0	170

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	13	36	22	0	0	0	0	71

c. 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.

B. Family and Community Engagement

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

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

No

1. PIP Link

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

2. 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. For two years we have 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 has been 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. This year we are also implementing the Watch DOGS (Dads of Great Students) group here on campus. We held a kick-off event and had tripled our numbers from last year's kick-off event.

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.

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.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Maniscalco, Kelly	Principal
Donohue, Katie	Assistant Principal
Morauski, Jennese	School 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
Carlsen, Lorie	Assistant Principal
Marte, Elsa	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.

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

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 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 \$4800 for Title II in the 2016-2017 school year.

SAI: Pending, to be completed upon next review.

2. School Advisory Council (SAC)

a. Membership

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

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
Katie Donohue	Principal
James Thomas	Education Support Employee
Meg Middaugh	Parent
Bernadette Collier	Parent
Pat McCarley	Parent
Kerry Constantine	Parent
Lorie Carlsen	Principal
	Student

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 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.

b. 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.

c. 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.

2. 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.

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
Donohue, Katie	Assistant Principal
Maniscalco, Kelly	Principal
Morauski, Jennese	School 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
Carlsen, Lorie	Assistant Principal
Felice, Deborah	Teacher, K-12
Marte, Elsa	Instructional Coach

b. Duties

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

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.

D. Public and Collaborative Teaching

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

1. 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.

2. 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.

3. 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.

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.

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.

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.

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 STAR 360 as a progress monitoring tool which provides reports on how best to differentiate based on their students' needs. Data from these activities are monitored by the ELA/Rdg teachers and shared with the school to focus instruction across the curriculum.

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: 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

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

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.

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. Â§ 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.

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.

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.

Students in 7th and 8th grade receive career planning through Social Studies courses. 6th graders receive career planning through the Advisement class. 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.

2. 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 iC3 Spark through the Computer Apps 1 and 2 classes.

3. 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

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.

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.

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.** Student achievement will increase when we focus on relationship-building with our students which is aligned with the district's vision to assist all students to reach his/her highest personal potential.

- G2.** Student and teacher contact time will increase through improving our safety and security efforts on our campus.

Strategic Goals Detail

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

G1. Student achievement will increase when we focus on relationship-building with our students which is aligned with the district's vision to assist all students to reach his/her highest personal potential. 1a

G082812

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	68.0
FSA Mathematics Achievement	78.0
Civics EOC Pass	80.0
FCAT 2.0 Science Proficiency	67.0
ELA/Reading Gains	66.0
Math Gains	76.0
ELA/Reading Lowest 25% Gains	49.0
Math Lowest 25% Gains	54.0

Targeted Barriers to Achieving the Goal 3

- Students not feeling like they have options/choices/future, just feel hopeless and teachers not sure how to help them.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers, administrators, school counselor, social worker, behavioral specialist, PDLS (Professional Development Learning Specialist), Watch Doggs group, School Resource Officer, parent/student volunteers, student aides/mentors

Plan to Monitor Progress Toward G1. 8

Overall, all student grades/behavior incidents are collected and reviewed by the PBIS team at monthly meetings. Special attention will be made towards the students who are on our mentoring list.

Person Responsible

Katie Donohue

Schedule

Monthly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Grade reports from Focus, Castle discipline reports/communication logs

G2. Student and teacher contact time will increase through improving our safety and security efforts on our campus. 1a

G082813

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	730.0
1+ Suspensions Grade 07	13.0
1+ Suspensions Grade 08	26.0

Targeted Barriers to Achieving the Goal 3

- Natural flow of the progressive discipline system will lead to time out of the classroom

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers, administrators, school counselor, social worker, behavioral specialist, PDLS (Professional Development Learning Specialist), Watch Doggs group, School Resource Officer, parent/student volunteers, student aides/mentors

Plan to Monitor Progress Toward G2. 8

Castle referral data

Person Responsible

Katie Donohue

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

In our monthly PBIS meetings, we review the referral data and brainstorm ways to decrease an area of concern. Sometimes this is through meeting with individual teachers, optional training for any CLMS staff person, and/or providing additional positive incentives for our students. PBIS monthly meeting minutes will document these conversations.

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. Student achievement will increase when we focus on relationship-building with our students which is aligned with the district's vision to assist all students to reach his/her highest personal potential. 1

G082812

G1.B6 Students not feeling like they have options/choices/future, just feel hopeless and teachers not sure how to help them. 2

B219484

G1.B6.S1 All CLMS staff will adhere to CLMS Positive Behavior Interventions and Support system. 4

S231836

Strategy Rationale

Administration: Admin team will work with all staff to ensure that everyone understands the system, how to implement interventions, and be a resource for successful interventions.

Teachers: All teachers will follow the system in place to ensure that all students receive what they need for behavioral interventions. This includes positive reinforcing the students as well.

Action Step 1 5

During preschool week, all staff will be re-trained on our discipline card, providing interventions, strategies for handling common misbehaviors, and different ways to positively reinforce students.

Person Responsible

Katie Donohue

Schedule

On 8/8/2016

Evidence of Completion

Power Point created by the PBIS team

Action Step 2 5

Students will set quarterly goals for behavior and academics through reflection of the previous quarter.

Person Responsible

Wendy Fiore

Schedule

Quarterly, from 8/10/2016 to 3/20/2017

Evidence of Completion

Students will staple their goal sheets to their quarter Panther Card in their planner. Both students and teachers will be able to review the documentation.

Action Step 3 5

At the start of each quarter, all staff/students will review the PRIDE expectations and review expectations for our high needs areas.

Person Responsible

Wendy Fiore

Schedule

Quarterly, from 8/10/2016 to 3/20/2017

Evidence of Completion

Through observations of the lessons provided, Wendy Fiore/Administration will visit classrooms to ensure that all staff/students are utilizing the provided Power Point to review CLMS expectations.

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Through observations of classroom activities, communication with teachers prior to the expectations review, and our monthly PBIS meetings that are open to all staff members, the entire PBIS team will monitor and assist with intervention.

Person Responsible

Katie Donohue

Schedule

Monthly, from 8/8/2016 to 5/26/2017

Evidence of Completion

The evidence that will be utilized will be teacher lesson plans, observational notes from the PBIS team, and meeting minutes from our monthly PBIS meetings.

Plan to Monitor Effectiveness of Implementation of G1.B.6.S1 7

Feedback from staff will help guide the PBIS team to modify presentations, goal sheets, etc.

Person Responsible

Wendy Fiore

Schedule

Monthly, from 8/8/2016 to 5/26/2017

Evidence of Completion

PBIS meeting minutes where discussion takes place regarding our school-wide efforts to teach/re-teach CLMS expectations.

G1.B6.S2 A list of students that would benefit from a mentor will be collected. CLMS staff will be asked to volunteer to be a mentor for 1-2 students. 4

S231837

Strategy Rationale

Administration: Admin team will encourage all staff to be a mentor to at least one student. Two teachers will run the mentor program and will serve as "lead mentors" to guide/assist the other mentors.

Teachers: Teachers will volunteer to mentor a student or two. Mentor times will occur during the school day, typically during the planning period for 10-15 minutes to connect, review behavior/grades, talk about goals, etc.

Action Step 1 5

Staff will be trained in how to mentor students and the benefits of mentoring students.

Person Responsible

Christine Vidlund

Schedule

On 9/21/2016

Evidence of Completion

Handouts were provided to all staff members as well as a Google Classroom set up for all staff to access.

Action Step 2 5

A list of students that would benefit from a mentor will be generated and students prioritized in order of need. Teachers may submit names for one week.

Person Responsible

Kelly Maniscalco

Schedule

Daily, from 9/21/2016 to 9/28/2016

Evidence of Completion

Emails sent to Mrs. Maniscalco where names were pulled into a spreadsheet and prioritized by the administration team.

Action Step 3 5

Staff that volunteered to mentor a student provided an additional training opportunity to hear strategies, relationship-building information, information about their mentee, and recommended next steps.

Person Responsible

Katie Donohue

Schedule

On 10/12/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B6.S2 6

Meetings with mentor teachers on an "as needed" basis.

Person Responsible

Katie Donohue

Schedule

Monthly, from 10/12/2016 to 5/26/2017

Evidence of Completion

Meeting minutes, notes from discussions with teachers

Plan to Monitor Effectiveness of Implementation of G1.B6.S2 7

Students who are being mentored, regular check of grades/behavior progress, discussions with students on how their mentor/mentee relationship is assisting them

Person Responsible

Kelly Maniscalco

Schedule

Monthly, from 10/12/2016 to 5/26/2017

Evidence of Completion

Regular grade checks with reports going in student folders, notes in Castle

G1.B6.S3 Restorative Practices implemented at a school-wide level to ensure that all staff utilize restorative language when speaking with students. 4

 S231838

Strategy Rationale

Administration: Admin team will utilize one of the preschool days to train all staff on Restorative Practices. Fortunately, this goes right along with our efforts for PBIS.

Teachers: All teachers will utilize restorative language and relationship building exercises at the beginning of the year and throughout the year for the success of our students.

Action Step 1 5

All teachers trained during preschool week on what Restorative Practices are and how to implement in the classroom. Direct instruction of theories as well as practical applications through modeling of strategies are part of the training.

Person Responsible

Lorie Carlsen

Schedule

On 8/8/2016

Evidence of Completion

Created Power Point, handouts for the staff, staff inservice records

Action Step 2 5

Teachers will implement Restorative Practice exercises in their classrooms.

Person Responsible

Kelly Maniscalco

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Teachers' lesson plans

Plan to Monitor Fidelity of Implementation of G1.B6.S3 6

Regular review of lesson plans by administration as well as conversations with staff members concerning incidents that arise in the classroom.

Person Responsible

Kelly Maniscalco

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Lesson plans on OnCourse, documentation in Castle

Plan to Monitor Effectiveness of Implementation of G1.B6.S3 7

End of the Year survey will include asking for feedback from teachers on how our efforts with Restorative Practices have assisted our students/teachers with the classroom culture

Person Responsible

Kelly Maniscalco

Schedule

On 5/26/2017

Evidence of Completion

Survey Monkey survey details feedback from staff regarding school initiatives and ideas for further implementation the following year.

G2. Student and teacher contact time will increase through improving our safety and security efforts on our campus. 1

G082813

G2.B6 Natural flow of the progressive discipline system will lead to time out of the classroom 2

B219491

G2.B6.S1 Re-work our discipline system to incorporate more Restorative Practices for major first offenses in order to reduce Out of School Suspensions. 4

S231839

Strategy Rationale

Administration: Admin team will meet to use the district Code of Conduct as a guide to create a progressive system of discipline that incorporates more Restorative Practices.

Teachers: Teachers will be encouraged to provide those classroom-level interventions, specifically for our ESE students, to reduce the number of referrals.

Action Step 1 5

Administration team will meet and create a CLMS Discipline Guide that will incorporate more Restorative Practices thus reducing repeat offenders.

Person Responsible

Kelly Maniscalco

Schedule

On 8/23/2016

Evidence of Completion

Draft created by Katie Donohue and reviewed by Admin team. Draft finalized with proposed changes and then sent to proper personnel (Ms. Merisier, Office Staff, SRO, Mr. Neff, Mrs. Morauski)

Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

Admin team will meet regularly to review referral data

Person Responsible

Katie Donohue

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Castle referral data

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 7

Admin team will meet to review incidents of T/O, ISS, OSS and if this has decreased from last year.

Person Responsible

Katie Donohue

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Castle referral data/student grades from Focus

G2.B6.S2 Add in a student reflection sheet for any student that receives a referral. 4

S231840

Strategy Rationale

Administration: Admin team will ask PBIS team to create a Restorative Practices Student Reflection sheet based on the four restorative questions.

Students: Providing time to reflect on how a student's actions impacted others will reduce the likelihood of the incident occurring again.

Action Step 1 5

PBIS team creates Restorative Practices Student Reflection Sheet

Person Responsible

Wendy Fiore

Schedule

On 8/8/2016

Evidence of Completion

Completed draft of Student Reflection sheet sent to admin team to approve.

Action Step 2 5

For each referral, assistant principal who processes the referral gives the RP Student Reflection sheet to the student to be filled out at home and returned the next day with parent signature.

Person Responsible

Katie Donohue

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Reflection Sheet returned to the applicable assistant principal, a copy is made for the teacher (if applicable) and the original goes into student file in AP's office.

Plan to Monitor Fidelity of Implementation of G2.B6.S2 6

Regular admin meetings to discuss the implementation and brainstorm ideas to ensure it is being implemented successfully.

Person Responsible

Kelly Maniscalco

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

APs will bring their returned RP sheets to the meeting to verify that process is being implemented with fidelity.

Plan to Monitor Effectiveness of Implementation of G2.B6.S2 7

At the conclusion of the school year, PBIS team will monitor the referral data for reductions as well as individual student reductions.

Person Responsible

Wendy Fiore

Schedule

On 5/30/2017

Evidence of Completion

Castle referral data and completed RP sheets

G2.B6.S3 Reinforce with teachers the importance of providing interventions for students in the classroom, especially the ESE students who are coded as IS. 4

S231841

Strategy Rationale

Administration: Continual conversations with teachers who may be writing referrals without following the part of the discipline process that involves providing interventions as well. Share strategies and provide support within the classroom to assist with students.

Teachers: Utilize strategies that have been in place for the past four years: seat change, team time out, call the office and ask for the student to be taken on a walk, etc.

Action Step 1 5

During preschool week, all staff will be re-trained on our discipline card, providing interventions, strategies for handling common misbehaviors, and different ways to positively reinforce students.

Person Responsible

Katie Donohue

Schedule

On 8/8/2016

Evidence of Completion

Power Point created by the PBIS team

Action Step 2 5

Provide ongoing support throughout the year through the monthly PBIS meetings for all staff.

Person Responsible

Wendy Fiore

Schedule

Monthly, from 9/6/2016 to 5/26/2017

Evidence of Completion

PBIS meeting minutes

Plan to Monitor Fidelity of Implementation of G2.B6.S3 6

Ongoing support both officially through PBIS meetings and casually through conversations that naturally occur throughout the school day.

Person Responsible

Wendy Fiore

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Evidence for official documentation would be through the PBIS meeting minutes and casual conversations will be added as notes in admin calendars.

Plan to Monitor Effectiveness of Implementation of G2.B6.S3 7

Regular review of referral data and looking for a decrease of repeat offenders

Person Responsible

Katie Donohue

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Castle referral reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B6.S1.A1 A296424	During preschool week, all staff will be re-trained on our discipline card, providing...	Donohue, Katie	8/8/2016	Power Point created by the PBIS team	8/8/2016 one-time
G2.B6.S2.A1 A296433	PBIS team creates Restorative Practices Student Reflection Sheet	Fiore, Wendy	8/8/2016	Completed draft of Student Reflection sheet sent to admin team to approve.	8/8/2016 one-time
G1.B6.S3.A1 A296430	All teachers trained during preschool week on what Restorative Practices are and how to implement...	Carlsen, Lorie	8/8/2016	Created Power Point, handouts for the staff, staff inservice records	8/8/2016 one-time
G2.B6.S3.A1 A296435	During preschool week, all staff will be re-trained on our discipline card, providing...	Donohue, Katie	8/8/2016	Power Point created by the PBIS team	8/8/2016 one-time
G2.B6.S1.A1 A296432	Administration team will meet and create a CLMS Discipline Guide that will incorporate more...	Maniscalco, Kelly	8/23/2016	Draft created by Katie Donohue and reviewed by Admin team. Draft finalized with proposed changes and then sent to proper personnel (Ms. Merisier, Office Staff, SRO, Mr. Neff, Mrs. Morauski)	8/23/2016 one-time
G1.B6.S2.A1 A296427	Staff will be trained in how to mentor students and the benefits of mentoring students.	Vidlund, Christine	9/21/2016	Handouts were provided to all staff members as well as a Google Classroom set up for all staff to access.	9/21/2016 one-time
G1.B6.S2.A2 A296428	A list of students that would benefit from a mentor will be generated and students prioritized in...	Maniscalco, Kelly	9/21/2016	Emails sent to Mrs. Maniscalco where names were pulled into a spreadsheet and prioritized by the administration team.	9/28/2016 daily
G1.B6.S2.A3 A296429	Staff that volunteered to mentor a student provided an additional training opportunity to hear...	Donohue, Katie	10/12/2016		10/12/2016 one-time
G1.B6.S1.A2 A296425	Students will set quaterly goals for behavior and academics through reflection of the previous...	Fiore, Wendy	8/10/2016	Students will staple their goal sheets to their quarter Panther Card in their planner. Both students and teachers will be able to review the documentation.	3/20/2017 quarterly
G1.B6.S1.A3 A296426	At the start of each quarter, all staff/ students will review the PRIDE expectations and review...	Fiore, Wendy	8/10/2016	Through observations of the lessons provided, Wendy Fiore/Administration will visit classrooms to ensure that all staff/students are utilizing the provided Power Point to review CLMS expectations.	3/20/2017 quarterly
G1.MA1 M299737	Overall, all student grades/behavior incidents are collected and reviewed by the PBIS team at...	Donohue, Katie	8/8/2016	Grade reports from Focus, Castle discipline reports/communication logs	5/26/2017 monthly
G2.MA1 M299744	Castle referral data	Donohue, Katie	8/10/2016	In our monthly PBIS meetings, we review the referral data and brainstorm ways to decrease an area of concern. Sometimes this is through meeting with individual teachers, optional training for any CLMS staff person, and/or providing additional positive incentives for our students. PBIS monthly meeting minutes will document these conversations.	5/26/2017 biweekly
G1.B6.S1.MA1 M299731	Feedback from staff will help guide the PBIS team to modify presentations, goal sheets, etc.	Fiore, Wendy	8/8/2016	PBIS meeting minutes where discussion takes place regarding our school-wide efforts to teach/re-teach CLMS expectations.	5/26/2017 monthly
G1.B6.S1.MA1 M299732	Through observations of classroom activities, communication with teachers prior to the expectations...	Donohue, Katie	8/8/2016	The evidence that will be utilized will be teacher lesson plans, observational notes from the PBIS team, and meeting	5/26/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				minutes from our monthly PBIS meetings.	
G2.B6.S1.MA1 M299738	Admin team will meet to review incidents of T/O, ISS, OSS and if this has decreased from last year.	Donohue, Katie	8/10/2016	Castle referral data/student grades from Focus	5/26/2017 biweekly
G2.B6.S1.MA1 M299739	Admin team will meet regularly to review referral data	Donohue, Katie	8/10/2016	Castle referral data	5/26/2017 biweekly
G1.B6.S2.MA1 M299733	Students who are being mentored, regular check of grades/behavior progress, discussions with...	Maniscalco, Kelly	10/12/2016	Regular grade checks with reports going in student folders, notes in Castle	5/26/2017 monthly
G1.B6.S2.MA1 M299734	Meetings with mentor teachers on an "as needed" basis.	Donohue, Katie	10/12/2016	Meeting minutes, notes from discussions with teachers	5/26/2017 monthly
G2.B6.S2.MA1 M299741	Regular admin meetings to discuss the implementation and brainstorm ideas to ensure it is being...	Maniscalco, Kelly	8/10/2016	APs will bring their returned RP sheets to the meeting to verify that process is being implemented with fidelity.	5/26/2017 biweekly
G2.B6.S2.A2 A296434	For each referral, assistant principal who processes the referral gives the RP Student Reflection...	Donohue, Katie	8/10/2016	Reflecton Sheet returned to the applicable assistant principal, a copy is made for the teacher (if applicable) and the original goes into student file in AP's office.	5/26/2017 daily
G1.B6.S3.MA1 M299735	End of the Year survey will include asking for feedback from teachers on how our efforts with...	Maniscalco, Kelly	5/15/2017	Survey Monkey survey details feedback from staff regarding school initiatives and ideas for further implementation the following year.	5/26/2017 one-time
G1.B6.S3.MA1 M299736	Regular review of lesson plans by administration as well as conversations with staff members...	Maniscalco, Kelly	8/10/2016	Lesson plans on OnCourse, documentation in Castle	5/26/2017 weekly
G1.B6.S3.A2 A296431	Teachers will implement Restorative Practice exercises in their classrooms.	Maniscalco, Kelly	8/10/2016	Teachers' lesson plans	5/26/2017 monthly
G2.B6.S3.MA1 M299742	Regular review of referral data and looking for a decrease of repeat offenders	Donohue, Katie	8/10/2016	Castle referral reports	5/26/2017 biweekly
G2.B6.S3.MA1 M299743	Ongoing support both officially through PBIS meetings and casually through conversations that...	Fiore, Wendy	8/10/2016	Evidence for official documentation would be through the PBIS meeting minutes and casual conversations will be added as notes in admin calendars.	5/26/2017 daily
G2.B6.S3.A2 A296436	Provide ongoing support throughout the year through the monthly PBIS meetings for all staff.	Fiore, Wendy	9/6/2016	PBIS meeting minutes	5/26/2017 monthly
G2.B6.S2.MA1 M299740	At the conclusion of the school year, PBIS team will monitor the referral data for reductions as...	Fiore, Wendy	5/30/2017	Castle referral data and completed RP sheets	5/30/2017 one-time

V. Professional Development Opportunities

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

G1. Student achievement will increase when we focus on relationship-building with our students which is aligned with the district's vision to assist all students to reach his/her highest personal potential.

G1.B6 Students not feeling like they have options/choices/future, just feel hopeless and teachers not sure how to help them.

G1.B6.S1 All CLMS staff will adhere to CLMS Positive Behavior Interventions and Support system.

PD Opportunity 1

During preschool week, all staff will be re-trained on our discipline card, providing interventions, strategies for handling common misbehaviors, and different ways to positively reinforce students.

Facilitator

Katie Donohue

Participants

All CLMS staff

Schedule

On 8/8/2016

G1.B6.S2 A list of students that would benefit from a mentor will be collected. CLMS staff will be asked to volunteer to be a mentor for 1-2 students.

PD Opportunity 1

Staff that volunteered to mentor a student provided an additional training opportunity to hear strategies, relationship-building information, information about their mentee, and recommended next steps.

Facilitator

Katie Donohue, Brandi Bliss, Christine Vidlund

Participants

Any staff member who volunteered to mentor a student

Schedule

On 10/12/2016

G1.B6.S3 Restorative Practices implemented at a school-wide level to ensure that all staff utilize restorative language when speaking with students.

PD Opportunity 1

All teachers trained during preschool week on what Restorative Practices are and how to implement in the classroom. Direct instruction of theories as well as practical applications through modeling of strategies are part of the training.

Facilitator

Lorie Carlsen, Laurie Mansfield, Christine Vidlund, Jennese Morauski

Participants

All CLMS Staff

Schedule

On 8/8/2016

G2. Student and teacher contact time will increase through improving our safety and security efforts on our campus.

G2.B6 Natural flow of the progressive discipline system will lead to time out of the classroom

G2.B6.S3 Reinforce with teachers the importance of providing interventions for students in the classroom, especially the ESE students who are coded as IS.

PD Opportunity 1

During preschool week, all staff will be re-trained on our discipline card, providing interventions, strategies for handling common misbehaviors, and different ways to positively reinforce students.

Facilitator

Katie Donohue

Participants

All CLMS staff

Schedule

On 8/8/2016