North Fort Myers Academy For The Arts

2015-16 School Improvement Plan

North Fort Myers Academy For The Arts

1856 ARTS WAY, North Fort Myers, FL 33917

http://nfa.leeschools.net/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	No	57%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	40%

School Grades History

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

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

"Academics and Arts for life long learning in a safe and caring environment"

Provide the school's vision statement

"Academics and Arts for life long learning in a safe and caring environment"

School Environment

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

We have a diverse faculty and staff,School Advisory Committee, as well as parent volunteers which provide opportunity to explore multiple cultures in ways of contribution of suggestions, assistance creating/running events and also through discussion in team/parent conferences to provide input that may help in the classrooms. This offers perspectives that may otherwise have not been viewed. These instances provide unique opportunity for relationships to be built and sustained over the school year.

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

NFMAA provides a before school and after school program where students are cared for by trained professional in an educational environment where they can receive academic assistance, enrichment, and the behavior expectations are the same as they are during the school day. The students and staff are expected and do address each other in respectful tones using manners and appropriate language. Faculty and staff frequently refer to code of conduct for behavior instruction as needed to re mediate or inform. A School Safety Plan is in place and reviewed with students and staff. Safety drills are scheduled, practiced, and debriefed upon for improvement by Administration, Staff, and the School Safety Officer.

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

We are a Positive Behavior School where we focus on students making choices that are positive and in alignment with the Code of Conduct, and that would be representative of a good citizen. Students across the school in all grades are rewarded with Dragon Diamonds randomly which they can use to purchase items from the Dragon store. We also hold quarterly school wide events that students may attend if they are in good standing behaviorally. If the need arises to utilize the referral system, the process outlined in the Code of Conduct is followed to determine consequence based on infraction severity and frequency. All faculty and staff are trained on PBS.

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

On staff we have 2 full time Guidance Counselors, a full time School Safety Officer, a part time School Social Worker, a part time School Psychologist, a full time School Nurse, full time

Interventionist, and a full time Behavior Specialist. Our required professional development has trained all staff and faculty in child abuse, bullying, and warning signs. Our staff members have access to communicate with any of the social -emotional support staff and refer children as needed. We work thru our MTSS process as student needs are identified. The MTSS process allows for interventions to assist in the students need for support. We communicate frequently between family and staff as appropriate.

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

Attendance is closely monitored by teachers, guidance counselors, school social worker, and Intervention Specialist. Phone calls and parent conferences are held to address concerns as they arise. Behavior is monitored through teacher/parent communication, administration, and the MTSS process as needed. Assessment/student performance is monitored by collaboration among Leadership Teams and is analyzed to provide course placement and interventions as needed by the MTSS process. Additional course time is given to those students who have not met the expectations in English Language Arts or math. Tutoring is also made available throughout the semester for those students who have not met the standards.

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
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	
One or more suspensions	1	3	2	2	6	14	44	53	43	168
Course failure in ELA or Math	1	4	9	2	4	4	0	3	4	31
Level 1 on statewide assessment	0	0	0	7	0	0	0	0	0	7

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	
Students exhibiting two or more indicators	1	2	1	2	3	8	15	20	29	81

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

Our Social Worker will focus on students who were absent for 18 days or more in 2014-15 school year. She will follow up with students as soon as they have 2 or more consecutive absences. The data shows that 10 of our current 7th grade students failed math and scored a level 1 on the Math FCAT. Our 7th grade PLC team is working on strategies to target those students to ensure gains in Math for 2014-15.

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

At NFMAA, we strive to provide parent involvement events that would benefit our students and parents according to areas of need presented in academic data and through parent surveys. These areas most recently have been in Reading, Math, Science, and Arts Integration. We use the Parent Link System to provide emails, phone calls, and text messages to relay upcoming events, academic performance/behavior concerns, as well as attendance. Parents can access their student's grades anytime by using the Parent link system. Interim reports are sent home as well as quarterly report cards. Student planners are utilized as a communication system for teacher/parent involvement. the student planners have the Code of Conduct built in them which can readily be referred to by faculty, parent, and student members.

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

At NFMAA, we pursue partnerships with the surrounding businesses that have interests in building ties that support families, school, and community relationships. We ask for donations of goods that we can utilize to draw families into events that lead to stronger academic, behavioral, and Arts support between family and school.

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
Gunns, Andrea	Assistant Principal
Winfield, Emma	Assistant Principal
Santini, Douglas	Principal
Millins, Thomas	Assistant Principal
Moreland, Jill	Other
Carley, Yasmin	Teacher, K-12
Fenicle, Denise	Teacher, K-12
Taylor, Stacy	Teacher, K-12
Willis, Teresa	Teacher, K-12
Friedman, Marcia	Teacher, K-12
Bregenzer, Margaret	Teacher, K-12
Jamison, Tiffany	Teacher, K-12
Smith, Geri	Teacher, K-12
Froehlich, Peter	Teacher, K-12
West Taylo, Theresa	Teacher, K-12
Ptak, Andrea	Guidance Counselor
Maxwell, Jan	Guidance Counselor
	Teacher, K-12

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, anecdotals) 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 & anecdotals 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 NFMAA 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 I, Part A
Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This

collaboration ensures that all programs support schools.

Title II, Part A

Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title III

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X- Homeless

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Violence Prevention Programs

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free

breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Housing Programs

Head Start

Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school's campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).

Adult Education

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Career and Technical Education

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Job Training

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Other

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Bernice Ortega	Parent
Dr. Douglas Santini	Principal
	Teacher
Jill Moreland	Teacher
Tonya Edison	Business/Community
Liza Robinson	Parent
Lisa Bologna	Parent
Dian Ziegler	Parent
Andrea Gunns. Assistant	Principal
Wenxiang Qin	Parent
Arletis Fernandez	Parent
Megan Kurlinski	Parent
Daniel Ortega	Parent
Liza Robinson	Parent
Tricia Gatewood	Parent
Kieran McCarthy	Parent
Laurie Babcock	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 Committee reviewed last year's plan and discussed targeted areas of need, growth, and development as listed, and compared those to new data showing how we progressed in those areas. This then prompted discussion as to the new areas that should be addressed this year.

Development of this school improvement plan

At the SAC meetings school and district data is presented and discussed. SAC is given the opportunity to analyze data and assess areas that need improvement. There is a question and answer portion, and drafted goals are presented. The SAC then discusses and offers opinions as to how accomplish goals. The SIP is then adjusted as changes are recommended. A vote is taken to approve the SIP.

Preparation of the school's annual budget and plan

The areas of focus for the SAC this year will be how to spend Title II funds, SAI funds, and A+ funds. SAC will also discuss the School Improvement Plan together.

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

A+ - $ TBD -projected to be used for classroom grants
Title II - $5,000.00 - projected use is for staff development, conferences
SAI Funds- $206,254 - projected use is 2.97 Instructional Positions,Tutoring, supplies

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
Bregenzer, Margaret	Teacher, K-12
Carley, Yasmin	Teacher, K-12
Fenicle, Denise	Teacher, K-12
Friedman, Marcia	Teacher, K-12
Froehlich, Peter	Teacher, K-12
Jamison, Tiffany	Teacher, K-12
LeMaster, Sarah	Teacher, K-12
Millins, Thomas	Assistant Principal
Santini, Douglas	Principal
Smith, Geri	Teacher, K-12
Taylor, Stacy	Teacher, K-12
West Taylo, Theresa	Teacher, K-12
Willis, Teresa	Teacher, K-12
Winfield, Emma	Assistant Principal
Gunns, Andrea	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

*Encourage and support the reading process across the curriculum.
*Use data to drive instruction
*Use data to differentiate instruction and coincide with PLC's.
*Prepare for new Florida State Standards
*Promotes school wide Accelerated Reader Program

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

School based Professional Learning Communities provides opportunity for teachers to collaborate on grade level or department using student data to drive differentiation in planning, assessing, and remediation. Resources that may be utilized is Performance Matters, STAR Testing, and Formative assessments. Grade levels have common planning time in order to allow the team to collaborate.

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

Administration attended Spring Recruitment Fairs at FGCU and Edison College. All new faculty members are Highly Qualified.

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

When new teachers are hired at NFMAA they are assigned a mentor to help guide the first year teacher in their first year. This includes, but is not limited to: curriculum, district & school procedures, lesson planning, and classroom management. Mentors will make time in his/her schedule to observe mentee, provide feedback, coaching, and assist with planning. New teachers also participate in Staff Development through the APPLES program. Teachers are encouraged to attend Professional Development to become mentors when training is offered in the District.

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

Faculty along with district leadership develop the Academic Plan that coincides with Florida State Standards. Core instructional programs are chosen at the district level with the collaboration of representatives from each school. The focus at the school level is to take the Academic Plan along with the standards and utilize whichever resources support the standards. The academic plans allow for a variety of options as far as resources and encourage professionals to collaborate in their PLC's as to how to differentiate instruction based on student needs to master the standards.

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

Data obtained from baseline assessments in each area of focus is used to begin forming fluid differentiated instruction. Summative data will be collected into Castle through the district checkpoints administered through Performance Matters. That data will be uploaded back into Castle every night, and then merged with any (optionally entered) teacher data to give a more composite picture of standards mastery. Teachers who are tracking standard mastery via additional methods will enter the data in Castle. Teachers and Leadership analyze data on a large scale and then break it down into class data and individual data. Teachers then can formulate whole group instruction as well as small group based on individual needs. Teachers can track data on formative and summative assessments and observations. This process is very fluid, based on student needs. This process can also be used to provide differentiation for students that have mastered the standard as well a.s students who may need remediation.
Suggested data resources: STAR, STAR Early Literature,Teenbiz, District Assessments, Teacher Observations; Castle.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 2,730

After school tutoring is provided across multiple grade levels in reading, math, and science for targeted students who are minimally below grade level according to STAR and Teen Biz. Students are tutored in areas based in individual need.

Strategy Rationale

Students who receive additional small group instruction based on areas of need will show growth.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Millins, Thomas, thomascm@leeschools.net

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

Data is collected by weekly lesson plans and reports, analyzed using STAR, Early Literacy,Teen Biz, FCAT Scores, district assessments, and Castle. Students are monitored to assess progress.

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

At NFMAA, our pre-school Open House, we conduct orientation meetings for kindergarten students and their families to familiarize them with the school and expectations for the coming year. All students are assessed upon entering within the areas of Basic Skills/School Readiness, Oral Language/Syntax,
Print/Letter Knowledge, and Phonological Awareness/Processing. They are also given a basic math assessment to include, but not limited to testing number recognition, color recognition, oral counting ability, and one to one correlations. Screening data will be collected and aggregated prior to September 30,2015. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes and will address social interaction, school/classroom rules and appropriate social behavior in a variety of environments. Instruction will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior. Screening and assessment tools will be re-administered quarterly for reading and phonological awareness, reading placement assessments are administered and monitored every 3 weeks and per district policy, STAR Early Literacy is administered
quarterly. Data from these assessments is analyzed to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

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

Grades 6-8 offer a variety of courses ranging from multiple levels of academics to electives in the ARTS, Career, and Tech Education. Students are encouraged to order the arts classes that they enjoy or want to pursue each year and every effort is made to honor their choices. All students are scheduled based on progression criteria and state standards. Students and parents are encouraged to consult, individually or in small groups, with the administration and school counselor to select the courses most appropriate for the student's personal goals. Open houses are held at least twice a year to encourage a review of opportunities available to our students. The administration is constantly seeking courses that offer rigor and depth to the knowledge base and to expand the curriculum.

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

AIM- Arts Integration Grant promotes the use of the the Arts in the Academic classroom across all subject areas. Faculty and staff are trained in arts Integration and this allows students to see how academic is woven into all areas of life. We offer Science Fair and have a variety of career and community speakers interact with our students. The Computer, Art, Music, Dance, Physical Education and the Family and Consumer Arts classes offer career education as part of their curriculum. Real world examples are used in many of the academic classes to bring the importance of the subject matter to the students awareness. Career Education and the high school programs that can lead to career choices are shared with the 8th graders as part of the preparation for transition from 5th grade and to 9th grade. All middle school students are receiving Chrome Books for their classes this year.

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

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

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.   The 2016 Science FCAT 8th grade proficiency percentage will be 3% greater than the predicted Learning Target as measured by the Balanced Scorecard.

G2.   Teacher engagement will increase at least .2% in the area of Recognition as measured by the FY16 Gallup Teacher Engagement Survey.

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. The 2016 Science FCAT 8th grade proficiency percentage will be 3% greater than the predicted Learning Target as measured by the Balanced Scorecard. `1a`

🔑 G074104

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Weekly PLC sessions with the Science focused on data and instruction to increase rigor in the Science classrooms. Lesson plan focus/Walk-thru's to monitor instruction
- Integration of labs/"Hands-on" Science lessons

Targeted Barriers to Achieving the Goal `3`

- Lack of student's Science background knowledge

Plan to Monitor Progress Toward G1. `8`

Data through assessments and mastery of Science standards

Person Responsible
Emma Winfield

Schedule
Quarterly, from 11/10/2015 to 6/14/2016

Evidence of Completion
Student achievement data

G2. Teacher engagement will increase at least .2% in the area of Recognition as measured by the FY16 Gallup Teacher Engagement Survey. `1a`

Targets Supported `1b`

G074105

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Feedback thru survey; PLC discussions; problem solving

Targeted Barriers to Achieving the Goal `3`

- Lack of fully understanding of time commitment involved for staff

- Lack of awareness of staff's perception of recognition

Plan to Monitor Progress Toward G2. `8`

PLC at feedback

Person Responsible

Schedule
Monthly, from 11/3/2015 to 6/14/2016

Evidence of Completion
Grade level/Department feedback discussion notes.

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. The 2016 Science FCAT 8th grade proficiency percentage will be 3% greater than the predicted Learning Target as measured by the Balanced Scorecard. 1

🔑 G074104

G1.B1 Lack of student's Science background knowledge 2

🔑 B193467

G1.B1.S1 Standards-based Training, development of engaging rigorous science lessons during PLC's and monitoring progress through assessment scores. 4

🔑 S205021

Strategy Rationale

Specific training/collaboration

Action Step 1 5

Middle School Science teachers will attend Science PLC's to analyze data build understanding status of students, standards, and progress monitoring.

Person Responsible

Emma Winfield

Schedule

Monthly, from 11/10/2015 to 6/6/2016

Evidence of Completion

Professional Development Records

Action Step 2 5

4th & 5th Grade Science teachers will attend Science PLC's to analyze data build understanding status of students, standards, and progress monitoring.

Person Responsible

Thomas Millins

Schedule

Monthly, from 11/10/2015 to 6/14/2016

Evidence of Completion

Data plans;PLC minutes;Student results (formative and summative assessment)

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

Monitor through lesson plans, walk-thru's, and grades

Person Responsible

Emma Winfield

Schedule

Quarterly, from 11/10/2015 to 6/13/2016

Evidence of Completion

Review PLC plans and agendas; student results; conferencing with faculty

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

PLC proficiency and follow up

Person Responsible

Emma Winfield

Schedule

Monthly, from 11/10/2015 to 6/14/2016

Evidence of Completion

Specific standards mastery by students through grades, instruction through walk-thru's, and lesson plans.

G2. Teacher engagement will increase at least .2% in the area of Recognition as measured by the FY16 Gallup Teacher Engagement Survey. 1

🔑 G074105

G2.B1 Lack of fully understanding of time commitment involved for staff 2

🔑 B193469

G2.B1.S1 Survey Monkey for staff feedback on recognition 4

🔑 S205023

Strategy Rationale

To hear honest feedback

Action Step 1 5

create survey

Person Responsible

Thomas Millins

Schedule

On 9/22/2015

Evidence of Completion

Results of survey

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

Discuss results with Leadership

Person Responsible

Andrea Gunns

Schedule

On 10/7/2015

Evidence of Completion

Results; minutes from Leadership meeting

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

Recognition survey

Person Responsible

Thomas Millins

Schedule

On 12/8/2015

Evidence of Completion

Results of survey

G2.B2 Lack of awareness of staff's perception of recognition `2`

🔑 B193470

G2.B2.S1 Create a school-wide monthly recognition activity of staff recognizing each other for their work. `4`

🔑 S205024

Strategy Rationale

This strategy would enhance the culture of recognition among the staff members.

Action Step 1 `5`

School-wide recognition program to recognize the work staff does on a daily basis.

Person Responsible

Andrea Gunns

Schedule

Monthly, from 9/29/2015 to 6/14/2016

Evidence of Completion

List of staff members identified and staff that selected them.

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

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

Pre, Mid, and Post Survey

Person Responsible

Andrea Gunns

Schedule

Triannually, from 10/1/2015 to 6/1/2016

Evidence of Completion

Survey Results; Teacher Feedback thru Leadership

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

Person Responsible

Schedule

Evidence of Completion

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

Feedback though PLC

Person Responsible

Andrea Gunns

Schedule

Monthly, from 11/3/2015 to 6/14/2016

Evidence of Completion

Monitor through teacher feedback

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	Middle School Science teachers will attend Science PLC's to analyze data build understanding status of students, standards, and progress monitoring.	Winfield, Emma	11/10/2015	Professional Development Records	6/6/2016 monthly
G2.B1.S1.A1	create survey	Millins, Thomas	9/15/2015	Results of survey	9/22/2015 one-time
G2.B2.S1.A1	School-wide recognition program to recognize the work staff does on a daily basis.	Gunns, Andrea	9/29/2015	List of staff members identified and staff that selected them.	6/14/2016 monthly
G1.B1.S1.A2	4th & 5th Grade Science teachers will attend Science PLC's to analyze data build understanding status of students, standards, and progress monitoring.	Millins, Thomas	11/10/2015	Data plans;PLC minutes;Student results (formative and summative assessment)	6/14/2016 monthly
G2.B2.S1.A2	[no content entered]			once	
G1.MA1	Data through assessments and mastery of Science standards	Winfield, Emma	11/10/2015	Student achievement data	6/14/2016 quarterly
G1.B1.S1.MA1	PLC proficiency and follow up	Winfield, Emma	11/10/2015	Specific standards mastery by students through grades, instruction through walk-thru's, and lesson plans.	6/14/2016 monthly
G1.B1.S1.MA1	Monitor through lesson plans, walk-thru's, and grades	Winfield, Emma	11/10/2015	Review PLC plans and agendas; student results; conferencing with faculty	6/13/2016 quarterly
G2.MA1	PLC at feedback		11/3/2015	Grade level/Department feedback discussion notes.	6/14/2016 monthly
G2.B1.S1.MA1	Recognition survey	Millins, Thomas	12/8/2015	Results of survey	12/8/2015 one-time
G2.B1.S1.MA1	Discuss results with Leadership	Gunns, Andrea	10/7/2015	Results; minutes from Leadership meeting	10/7/2015 one-time
G2.B2.S1.MA1	Feedback though PLC	Gunns, Andrea	11/3/2015	Monitor through teacher feedback	6/14/2016 monthly
G2.B2.S1.MA1	Pre, Mid, and Post Survey	Gunns, Andrea	10/1/2015	Survey Results; Teacher Feedback thru Leadership	6/1/2016 triannually
G2.B2.S1.MA1	[no content entered]			one-time	

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.

G1. The 2016 Science FCAT 8th grade proficiency percentage will be 3% greater than the predicted Learning Target as measured by the Balanced Scorecard.

G1.B1 Lack of student's Science background knowledge

G1.B1.S1 Standards-based Training, development of engaging rigorous science lessons during PLC's and monitoring progress through assessment scores.

PD Opportunity 1

Middle School Science teachers will attend Science PLC's to analyze data build understanding status of students, standards, and progress monitoring.

Facilitator

Leadership

Participants

NFMAA Faculty and Admin

Schedule

Monthly, from 11/10/2015 to 6/6/2016

PD Opportunity 2

4th & 5th Grade Science teachers will attend Science PLC's to analyze data build understanding status of students, standards, and progress monitoring.

Facilitator

Leadership

Participants

4th & 5th grade Teachers

Schedule

Monthly, from 11/10/2015 to 6/14/2016

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	Middle School Science teachers will attend Science PLC's to analyze data build understanding status of students, standards, and progress monitoring.	$0.00
2	G1.B1.S1.A2	4th & 5th Grade Science teachers will attend Science PLC's to analyze data build understanding status of students, standards, and progress monitoring.	$0.00
3	G2.B1.S1.A1	create survey	$0.00
4	G2.B2.S1.A1	School-wide recognition program to recognize the work staff does on a daily basis.	$0.00
5	G2.B2.S1.A2		$0.00
		Total:	$0.00