

The School District of Lee County

Lexington Middle School



2015-16 School Improvement Plan

Lexington Middle School

16351 SUMMERLIN RD, Fort Myers, FL 33908

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	40%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	45%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	29
Appendix 2: Professional Development and Technical Assistance Outlines	30
Professional Development Opportunities	31
Technical Assistance Items	32
Appendix 3: Budget to Support Goals	0

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Lexington Middle School will provide each student the opportunity to develop the educational skills, knowledge, attitude, and character to become compassionate, lifelong learners with an intercultural understanding and respect in order to make a positive impact in the community and the world. Lexington Middle School not only adheres to its own mission statement, but it also follows the International Baccalaureate mission statement since it provides the IB program to its entire student body:

The International Baccalaureate aims to develop inquiring knowledgeable and caring young people to help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment.

Provide the school's vision statement

Lexington Middle School will provide each student the opportunity to develop the educational skills, knowledge, attitude, and character to become compassionate, lifelong learners with an intercultural understanding and respect.

School Environment

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

Lexington Middle learns about the students' cultures and builds relationships between teachers and students by creating an environment of respect and tolerance. The school has adopted classroom expectations that allow the students to be themselves and build the important relationships. The school is using Kagan strategies and structures school wide and this allows the students to get to know one another personally and educationally, and the students build relationships and rapport with their teachers through the Kagan strategies and structures. These strategies and structures emphasize team building and class building. The International Baccalaureate (IB) Programme emphasizes student's international mindedness and support of the IB Learner Profile. We are an IB school that helps build relationships with students by using school wide lessons that encourage students to be inquirers, knowledgeable, thinkers, communicators, principled, risk-takers, caring, and open-minded. Students learn to not be afraid of being open-minded and tolerant of different cultures and opinions.

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

Lexington Middle creates an environment where students feel safe and respected before, during, and after school by first providing a before school program. The Early Lynx Program (Before School Program) begins at 7:00 am and allows for students to be dropped off early so they do not have to be home alone or wait for the bus alone in any type of unsafe situation. Students are allowed to socialize with their friends, enjoy games, and other activities during the before school program. All staff members are expected to demonstrate respect towards students in every interaction. The staff sets the tone for a respectful environment through keeping a clear code of conduct, along with rules and procedures, visible in hallways and each classroom. Students are offered a variety of clubs,

programs, or activities to participate in, which keeps them active and safe after the school day has ended.

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

LXMS utilizes school wide expectations and procedures for each classroom. Three classroom expectations are posted in every classroom and all students and staff understand the expectations. The school also utilizes a "Lynx Card" to monitor minor discipline offenses. Students are encouraged to keep a "Clean Lynx Card" (meaning no signatures for violations) so they can attend the positive behavior activity each quarter. LXMS uses discipline referrals for Level II offenses. LXMS follows The School District of Lee County Parent Guide & Code of Conduct for Students. This lays out the expectations for the students and parents for all Lee County Schools. LXMS will implement the Castle program this school year to track discipline for students. This will provide more communication and consistency among all staff members as a daily email is sent for any students that received disciplinary action, parent contact, lunch detention, etc. LXMS also has positive referrals that will be implemented through Castle to allow for easier access to the document and reward those students for good behavior.

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

LXMS has two guidance counselors, one social worker, and one school psychologist to assist students with social-emotional needs. Class presentation are given to each class by our guidance counselors on bullying and making good decisions. Students meet their counselors face to face and have the chance build a rapport with them.

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

The school uses an early warning system to identify certain students that may need extra support from their teachers, guidance counselors, administration, and other staff members in the building. The school reviews the following indicators to identify these students.

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- Students with Individualized Educational Plans

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	9	12	10	31
One or more suspensions	0	8	9	17
Course failure in ELA or Math	0	11	2	13
Level 1 on statewide assessment	3	34	29	66
Students with Individualized Educational Plans	68	71	63	202

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	65	63	57	185

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

The school employs strategies to assist students in areas identified by the early warning system. Phone calls home are made on a daily basis for students missing school that day. It is an automated phone call letting the parents know that the student is not in school for the day. Teachers identify students that are missing numerous days of school (five or more) and give this information to the guidance counselors and the school social worker. The school social worker makes phone calls home and completes home visits when students are in violation of the required attendance requirements. We incorporate a Positive Behavior System that encourages all students to act appropriately at all times. For students that are suspended, they meet with administration, parents, and guidance counselors to discuss behavior and discuss replacement behaviors that will result in the student remaining in school. All teachers monitor students grade on a bi-weekly basis. Student interim reports are sent home every three weeks to inform the parents of the student grades. We have an automated grade book that the parents can log into to monitor student grades and assist when needed. Students are provided with extra instruction, extra time, and extra assistance in completing all assignments in order to pass their ELA and math classes. Through the master schedule, teachers have common planning time to identify essential standards, plan effective instruction, develop common formative and summative assessments, and create intervention and extension activities based on the standards. This will focus on students that do not perform well on the standardized testing and allow them the extra support they need to demonstrate mastery on standardized statewide assessments. Students with Individualized Educational Plans receive all the services as described in their IEPs, ESOL, or 504 plans. Students are given extra support in their classes from teachers, support facilitators, paraprofessionals, and other staff members working with the students. Students work with a mentoring teacher that is their case manager and has this person for support. All teachers have copies of student IEPs.

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

LXMS holds Open House events where the parents and students visit the school and meet with teachers and other staff members. The school puts out a monthly newsletter that contains information about the school and upcoming events. Automated phone messages are used to relay information quickly to parents and families and can be sent out at a moment's notice. The LXMS website is used to provide information to the public as well. Parent Involvement opportunities are offered throughout the academic year which include:

Honor Roll Ceremonies, after school sports (Volleyball, Basketball, Cross Country, Soccer, Track, Tennis, Golf), 6th grade night, Parent Nights, Parent/Teacher Organization (PTO), School Advisory Council (SAC) and many performances by the arts department, Winter, and Spring Dance. All State Chorus, Halloween Murder Mystery Dinner Theatre, One Night of One Acts, Jr. Thespian District Festival, Instrumental Holiday Concert, All State Music Conference and a Spring Play at Barnes & Nobles.

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

The administration relies on local businesses to provide donated gifts for staff and students throughout the school year. Local businesses are contacted by phone to participate in assisting with the school needs. A drafted letter is sent to the businesses explaining the school needs and those who donate/partner receive a personalized letter of thanks from the administration. This is a positive environment builder used to support the school and student achievement. Local business partners also work closely with the school to provide for needs of staff and students by donating many different items.

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
Caprarotta, Linda	Principal
Peters, Jason	Assistant Principal
Dietz, Leta	Assistant Principal
Boone, Kimberly	Teacher, K-12
Doren, Maralee	Instructional Coach
Volpe, Cynthia	Teacher, K-12
Carstensen, Jessica	Teacher, K-12
Irwin, Martin	Guidance Counselor
Claprod, Julie	Guidance Counselor
Volpe, Anthony	Teacher, K-12
Krystofiak, Heather	Teacher, K-12
Alte, Ashley	Teacher, K-12
Millage, Brenda	

Duties

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

The principal (Linda Caprarotta) is the instructional leader of the school and ensures all teachers are using standards based instruction. She monitors lesson plans on a weekly basis and completes classroom walkthroughs in order to assist teachers with academic instruction. A collaborative culture is built with the PLC process and is modeled and expected by the principal. Administration participates in the PLC process and meets monthly with each common course subject to share information and gather information. The assistant principals (Leta Dietz and Jason Peters) also act as instructional leaders and assist the principal with classroom walkthroughs and creating a collaborative environment for all students to learn. Certain duties of the assistant principals include: creating a master schedule that allows for common planning times, assisting teachers with instructional and engagement strategies, presenting professional development for staff members, working closely with the PLC groups in the building, coordinates and oversees the new teacher program, assigns mentor teachers, and meets with the leadership team on a regular basis to review data. The guidance counselors (Martin Irwin and Julie Claprod) monitor student's grades and work closely with the instructional staff to assist with the students. They are the lead for the MTSS process, 504 process, and deliver anti-bullying lessons to all students. Both guidance counselors work with students and parents to form the home-school connection in order to support the students and the teachers. The classroom teachers and instructional coach work to identify essential standards, high yield instructional strategies, developing common assessments, using data from the common assessments to for instruction and remediation.

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

Identify below grade level students by FCAT score and teacher referral for additional support to be provided within the classroom. Small groups created in Intensive Math and Intensive Reading to

address student needs. ESE co-teachers provide support in some of the classrooms.

Title II, Part A

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. 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.

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.

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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kim Boone	Teacher
Vanessa Sax	Parent
Nicole Starling	Parent
Crystal Fitzgerald	Parent
Darina Cammarato	Parent
Martin Irwin	Education Support Employee
Linda Caprarotta	Principal
Yadira Pena	Education Support Employee
Elias Kirche	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

All stakeholders had access to the school improvement plan. A rough draft of the school improvement plan was sent electronically, a hard copy was given to all SAC members, posted on the school's website, and the rough draft of the school improvement plan was presented to the staff. During our SAC meetings, the rough draft of the school improvement plan was discussed and input from all stakeholders was taken into consideration for the final draft. Once the necessary changes were made, the final draft was approved by the SAC.

Development of this school improvement plan

SAC will gain information from the school staff, students, parents, and community. SAC will help locate data regarding student achievement and input data into appropriate sections of the SIP. SAC will provide recommendations to the administration offering solutions to potential problems highlighted in the SIP.

Preparation of the school's annual budget and plan

The school's budget is presented to the SAC for their approval. Explanations of the budgets and allocations are discussed at the SAC meeting.

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

This year SAC will use funds for professional development of the staff. PLC professional development will be a major focus for the year.

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
Caparotta, Linda	Principal
Dietz, Leta	Assistant Principal
Peters, Jason	Assistant Principal
Doren, Maralee	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Researched based and standards based reading/writing strategies will be implemented in all classrooms. The LLT will promote the use of Teen Biz in all reading classrooms to monitor student Lexile reading levels. Lexile reading level information will be used to create extensions and interventions for all students.

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

To encourage positive working relationships between teachers, including collaborative planning and instruction Lexington has implemented common planning among all subject areas. This allows teachers to prioritize and create a goal driven weekly agenda so they may meet to develop common assessments, activities, and lesson plans. Collaborative planning allows the teachers to build standards based projects, IB Units, and activities as a grade level to meet the needs of the students.

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

Lexington Middle uses The Lee County School District's website to advertise open teaching positions. When applicants apply they must fill out information regarding certifications, education, and qualifications which may include prior experiences. We also use prior years teacher evaluations when hiring new staff. Keeping highly qualified, certified-in-field, and effective teachers is a main priority and is done by meeting regularly with staff members, providing professional development so staff members can further their own education and provide time for staff members to work closely with colleagues.

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

Lexington Middle follows Lee County School District's Apple Program for new teachers. This year at Lexington Middle we have seven teachers who are participating the new teacher program. Each new teacher is assigned a mentor that will assist them throughout their first year of teaching in Lee County. All mentor teachers are well established at Lexington Middle and have multiple years of experience.

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

The core instructional programs are aligned with the Lee County School District's Academic Plans which are based on the Florida Standards. Lesson plans are completed weekly, using the Oncourse system, and checked by administration. The materials used are those adopted by the Lee County School District with any additional materials first approved by administration. Common planning occurs on a daily basis through the Professional Learning Communities, and each Professional Learning Community meets monthly with administration to discuss instructional needs. Department heads are used as the liaison between administration and each department to ensure all lessons, instructional programs, materials, etc. are based on achieving the Florida Standards. Through the Professional Learning Communities process, teachers identify essential Florida Standards that everyone student must demonstrate mastery of, plan instructional practices using data, develop common formative and summative assessments, and develop intervention and extension activities based on the Florida Standards. Core teachers and ESE co-teachers share common planning, also useful for implementing instructional programs.

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 is used in the creation of the Master Schedule. Student's class grades, standardized test scores, and teacher input is used to determine the types of classes (intensive, regular, advanced, gifted) needed to best service the student population. Student placement in the aforementioned classes is based on the collection of data from teachers, standardized test scores, class grades, and discipline data. Our goal is to place students in classes that will best suit their needs and increase their achievement. The staff meets on a weekly basis, in their professional learning communities to review data from formative assessments. They use this to determine the students' progress toward mastering the essential standards. With this data, intervention and extension activities are created to differentiate for all students' needs. Time is built into the master schedule for students to receive more small group instruction in areas of need or to have extension activities/ lessons in area which they have already demonstrated mastery. Teachers are expected to have differentiation in their lesson plans to utilize this intervention time accurately.

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: 4,830

After School Tutoring- students are identified that need extra instruction in mathematics. These students are invited and asked to stay after school for the Extended School Day After School Tutoring program. Students will work with certified mathematics teachers on math skills.

Strategy Rationale

This gives the students extra time, with a certified teacher, to work on mathematics skills that the student has not demonstrated mastery of.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Peters, Jason, jasonlp@leeschools.net

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

Data is collected by taking the attendance of students that are staying after school, tracking those students to see how many times they are attending, tracking the grades and progress of the students attending.

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

Lexington Middle works closely with the primary schools that feed into our school and the high schools that our students feed into. The principal has a working relationship with all the principals in

the district to ensure the smooth transition of students from one level to another. Lexington Middle holds two open houses throughout the school year for students and families that will be transitioning into the school. The school staff presents information regarding the school's programs and administration and guidance is available to assist students and families with questions. Lexington Middle sends out information through newsletters, the school website, automated phone calls and texts, twitter, etc. to ensure the parents are informed with all the happenings of the school. High school principals and guidance counselors send information to Lexington and we get that information to our 8th graders transitioning to high school We meet with the 8th graders that are attending different high schools and assist them in selecting classes, programs, activities, sports, clubs, etc. to participate in. We relay information regarding high school open houses as well.

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

Guidance Counselors meet with the students to discuss both their personal and educational ambitions. With the aide of guidance counselors and educators mentorship, students define their goals as well as to plan their academic courses matching their personal and careers expectations. Duke Talent Identification Program (Duke TIP). The Duke TIP program is recognized as a world leader in serving gifted youths unique educational and personal both needs in the classroom and beyond. Duke TIP supports families, students, and educators to recognize, challenge, engage, and support students in reaching their highest potential.

The Carson Scholarship is available to students who excel academically and display humanitarian qualities through community service. The Carson Scholarship Fund awards \$1,000 towards college education.

Algebra I and Spanish for High School are both accelerated courses which allow students to earn credit towards graduation while in middle school.

Students participate in multiple community service events that support personal and social growth. Students are given the opportunity to tour Florida Gulf Coast University and explore the programs that the university offers.

The school conducts a college day in the fall where students and staff are encouraged to wear their favorite college shirts. This opens the dialogue between staff and students regarding colleges. Staff members hang college banners above their doors of the colleges they attended.

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

Lexington Middle School is an International Baccalaureate school. As an IB school, instruction is tailored to each student's individual needs and focuses on proven instructional practices that will equip students with the knowledge and skills necessary to compete in a global market. The IB program cultivates students' development in personal, intellectual, emotional, and social skills that will allow them to live, learn, and work in a globalized world.

Guidance Counselors meet with the students to discuss both their personal and educational ambitions. With the aide of guidance counselors and educators mentorship, students define their goals as well as to plan their academic courses matching their personal and careers expectations. Students are given the opportunity to tour Florida Gulf Coast University and explore the programs that the university offers.

Lexington Middle School offers advanced tracks for gifted students in various forms: the International Baccalaureate programs, Duke TIP, and Algebra 1 for high school credit.

Duke Talent Identification Program (Duke TIP). The Duke TIP program is recognized as a world leader in serving gifted youths unique educational and personal both needs in the classroom and beyond. Duke TIP supports families, students, and educators to recognize, challenge, engage, and support students in reaching their highest potential.

The Carson Scholarship is available to students who excel academically and display humanitarian qualities through community service. The Carson Scholarship Fund awards \$1,000 towards college education.

Algebra I and Spanish for High School are both accelerated courses which allow students to earn credit towards graduation while in middle school.

Students are given multiple opportunities to participate in community service, through community service students gain comprehension of the symbiotic relationship of community, personal growth, education and individual success.

Lexington Middle School has a strong Arts program which includes Drama, Dance, Band and Orchestra, as well as Latin and Jazz ensembles and Visual Art. Students are given the numerous opportunities to perform and present their talents during performances and functions at the school as well as in the community concerts.

Technology and STEM education is a primary focus whereas the relationship between science, technology, engineering, and math is brought the forefront in the educational practices. Students are given the opportunity to utilize Computer Aided Design (CAD), learn about Aerospace Engineering, and emerging technologies. Students participate in IBTV that facilitates the skills needed for careers in broadcast journalism. Students develop investigational and research skills vital educational and career growth.

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

8th grade students participate in academic advising and career planning in the required course, Computer Applications in Business.

Guidance Counselors meet with the students to discuss both their personal and educational ambitions. With the aide of guidance counselors and educators mentorship, students define their goals as well as to plan their academic courses matching their personal and careers expectations. Field trips to Florida Gulf Coast University are offered throughout the academic year. Students explore the programs that the university offers and the potential careers available to the FGCU graduates.

Students participate in multiple community service events that support personal and social growth.

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

Students from Lexington Middle have the opportunity to attend many different High Schools once they leave Lexington. Information from the High School Feedback Report is broken down by individual high schools. In the South Zone (which LXMS is located) of Lee County School District there are five different public high schools the students can attend. There is also numerous private schools, charter schools, and alternative schools the students can attend. I have examined the South Zone High School Feedback Report and have reviewed this information with my administration.

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:

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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 ELA FSA 6th grade relative position will increase to the 2nd quartile or greater out of the 21 district schools as measured by the Balanced Scorecard.
- G2.** 100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes.
- G3.** Teacher engagement will increase at least .2% in the Gallup Q12 area of "in the last seven days, I have received recognition or praise for doing good work".

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 ELA FSA 6th grade relative position will increase to the 2nd quartile or greater out of the 21 district schools as measured by the Balanced Scorecard. 1a

G074307

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	2.0

Resources Available to Support the Goal 2

- Skill focus on Key Ideas and Details from the 2014-2015 school year
- Common planning for the ELA Dept.
- Standards Tracking through the use of formative assessment and Castle
- Combined LA and Reading into a double Literacy Block
- Progress monitoring with district checkpoints

Targeted Barriers to Achieving the Goal 3

- All new teachers to the grade level besides one

Plan to Monitor Progress Toward G1. 8

Standards tracking through Castle; formative assessments; district checkpoints; Achieve 3000

Person Responsible

Jason Peters

Schedule

Biweekly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Standards tracking through Castle; formative assessments; district checkpoints; Achieve 3000

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

G074308

Targets Supported 1b

Indicator	Annual Target
5Es Score: English Instruction	1.0
5Es Score: Math Instruction	2.0

Resources Available to Support the Goal 2

- District personnel (Brian Curls)
- Training documents
- Train the trainer implementation

Targeted Barriers to Achieving the Goal 3

- Inadequate teacher training

Plan to Monitor Progress Toward G2. 8

Formative/Summative assessments in core subject areas, PLC Meeting minutes

Person Responsible

Jason Peters

Schedule

Weekly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Data through Performance Matters, Achieve 3000, and CASTLE

G3. Teacher engagement will increase at least .2% in the Gallup Q12 area of "in the last seven days, I have received recognition or praise for doing good work". 1a

G074309

Targets Supported 1b

Indicator	Annual Target
5Es Score: Collective Responsibility	1.0

Resources Available to Support the Goal 2

- Gallup teacher survey for 15-16
- Gallup Employee Engagement Action Guide
- Follow up data received mid-year

Targeted Barriers to Achieving the Goal 3

- Recognition may not be specific, predictable, frequent, or timely

Plan to Monitor Progress Toward G3. 8

Monthly meetings

Person Responsible

Leta Dietz

Schedule

Monthly, from 9/1/2014 to 5/31/2016

Evidence of Completion

We will answer questions, give directives, and collect data/information/required tasks from PLC Groups.

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 ELA FSA 6th grade relative position will increase to the 2nd quartile or greater out of the 21 district schools as measured by the Balanced Scorecard. **1**

 G074307

G1.B1 All new teachers to the grade level besides one **2**

 B193974

G1.B1.S1 Common planning daily; Use of formative assessment and Castle **4**

 S205503

Strategy Rationale

The large department of 14 can meet through PLCs to lesson plan and use formative data to make decisions that will increase achievement. Castle will assist in monitoring the data and making intervention decisions as appropriate.

Action Step 1 **5**

The department will meet on a weekly basis to decipher formative assessments and make decisions based on Intervention using Castle.

Person Responsible

Jason Peters

Schedule

Weekly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Castle; formative assessment data; district checkpoints

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

Use of Castle; Intervention schedule and rotations

Person Responsible

Jason Peters

Schedule

Biweekly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Castle data; intervention schedule; district checkpoints

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

Standards tracking using Castle with a specific standard for each intervention rotation

Person Responsible

Jason Peters

Schedule

Biweekly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Formative assessments; data in Castle; district checkpoints, Achieve 3000

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

G074308

G2.B2 Inadequate teacher training 2

B193976

G2.B2.S1 CASTLE developers at the district level are easy to contact and receive support with the program. When necessary, district personnel can make visits to the school and train administrators, teachers, or other necessary groups of staff. 4

S205504

Strategy Rationale

CASTLE is a necessary tool to implement standards tracker throughout all subject areas. This tool allows for teachers to pull data from a variety of areas (Performance Matters, mainframe, Achieve3000) and assess data through Professional Learning Communities to make informed decisions in regards to student placement for Lexington's intervention program.

Action Step 1 5

Review continuous improvement of the CASTLE program

Person Responsible

Leta Dietz

Schedule

Weekly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Training documents, email updates

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

Professional Learning Community meetings with Administration

Person Responsible

Jason Peters

Schedule

Monthly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Meeting minutes, calendar

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

LXMS's Intervention Specialist will monitor the standards tracking through CASTLE and placement of students for the school during the intervention period

Person Responsible

Leta Dietz

Schedule

Biweekly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Data from CASTLE, student achievement levels based on a variety of formative/summative assessments

G3. Teacher engagement will increase at least .2% in the Gallup Q12 area of "in the last seven days, I have received recognition or praise for doing good work". 1

G074309

G3.B1 Recognition may not be specific, predictable, frequent, or timely 2

B193978

G3.B1.S1 Praise individual team members for doing good work. Be specific with praise. Tell them why they are being recognized. Praise a team for achieving its goals. Recognize what individual team members does best. Give formal and informal recognition. Host a celebration event for the achievement of team goals. Create an environment in which team members are encouraged to praise and recognize peers. 4

S205505

Strategy Rationale

According to the Gallup teacher poll given to staff, Q04 received the lowest rating in regards to employee engagement. By recognizing this area of improvement and developing strategies to implement, staff member will increase this particular area over the course of the year.

Action Step 1 5

Learn how employees wish to be recognized, and tailor approaches to recognition to meet individual needs.

Person Responsible

Leta Dietz

Schedule

On 5/31/2016

Evidence of Completion

Staff survey, midyear checkpoint meeting, Gallup end of the year survey results

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Meet with department heads and school leaders to discuss unique ways of praising and recognizing team members

Person Responsible

Leta Dietz

Schedule

Every 6 Weeks, from 9/1/2015 to 5/31/2016

Evidence of Completion

Meeting minutes, feedback from employees, staff survey, Gallup end of the year survey

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Feedback from staff including midyear checkpoint, End of the year Gallup Employee survey results

Person Responsible

Leta Dietz

Schedule

Semiannually, from 9/1/2015 to 5/31/2016

Evidence of Completion

Staff survey results, Gallup Employee survey results

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	The department will meet on a weekly basis to decipher formative assessments and make decisions based on Intervention using Castle.	Peters, Jason	9/1/2015	Castle; formative assessment data; district checkpoints	6/10/2016 weekly
G2.B2.S1.A1	Review continuous improvement of the CASTLE program	Dietz, Leta	9/1/2015	Training documents, email updates	6/10/2016 weekly
G3.B1.S1.A1	Learn how employees wish to be recognized, and tailor approaches to recognition to meet individual needs.	Dietz, Leta	9/1/2015	Staff survey, midyear checkpoint meeting, Gallup end of the year survey results	5/31/2016 one-time
G1.MA1	Standards tracking through Castle; formative assessments; district checkpoints; Achieve 3000	Peters, Jason	9/1/2015	Standards tracking through Castle; formative assessments; district checkpoints; Achieve 3000	6/10/2016 biweekly
G1.B1.S1.MA1	Standards tracking using Castle with a specific standard for each intervention rotation	Peters, Jason	9/1/2015	Formative assessments; data in Castle; district checkpoints, Achieve 3000	6/10/2016 biweekly
G1.B1.S1.MA1	Use of Castle; Intervention schedule and rotations	Peters, Jason	9/1/2015	Castle data; intervention schedule; district checkpoints	6/10/2016 biweekly
G2.MA1	Formative/Summative assessments in core subject areas, PLC Meeting minutes	Peters, Jason	9/1/2015	Data through Performance Matters, Achieve 3000, and CASTLE	6/10/2016 weekly
G2.B2.S1.MA1	LXMS's Intervention Specialist will monitor the standards tracking through CASTLE and placement of students for the school during the intervention period	Dietz, Leta	9/1/2015	Data from CASTLE, student achievement levels based on a variety of formative/summative assessments	6/10/2016 biweekly
G2.B2.S1.MA1	Professional Learning Community meetings with Administration	Peters, Jason	9/1/2015	Meeting minutes, calendar	6/10/2016 monthly
G3.MA1	Monthly meetings	Dietz, Leta	9/1/2014	We will answer questions, give directives, and collect data/information/required tasks from PLC Groups.	5/31/2016 monthly
G3.B1.S1.MA1	Feedback from staff including midyear checkpoint, End of the year Gallup Employee survey results	Dietz, Leta	9/1/2015	Staff survey results, Gallup Employee survey results	5/31/2016 semiannually
G3.B1.S1.MA1	Meet with department heads and school leaders to discuss unique ways	Dietz, Leta	9/1/2015	Meeting minutes, feedback from employees, staff survey, Gallup end of the year survey	5/31/2016 every-6-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	of praising and recognizing team members				

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

G2.B2 Inadequate teacher training

G2.B2.S1 CASTLE developers at the district level are easy to contact and receive support with the program. When necessary, district personnel can make visits to the school and train administrators, teachers, or other necessary groups of staff.

PD Opportunity 1

Review continuous improvement of the CASTLE program

Facilitator

Brian Curls

Participants

Administration, Teachers

Schedule

Weekly, from 9/1/2015 to 6/10/2016

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	The department will meet on a weekly basis to decipher formative assessments and make decisions based on Intervention using Castle.	\$0.00
2	G2.B2.S1.A1	Review continuous improvement of the CASTLE program	\$0.00
3	G3.B1.S1.A1	Learn how employees wish to be recognized, and tailor approaches to recognition to meet individual needs.	\$0.00
Total:			\$0.00