The School District of Lee County

Caloosa Middle School

2016-17 Schoolwide Improvement Plan

Caloosa Middle School

610 DEL PRADO BLVD S, Cape Coral, FL 33990

http://com.leeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	95%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

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

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Caloosa Middle School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Mission: To inspire a passion for learning and leadership

b. Provide the school's vision statement.

Vision: To become a world class middle school.

2. School Environment

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

Teachers at Caloosa Middle School use the first week of school to build a culture of collaboration in their classrooms. Based on the work of Harry Wong, teachers practice processes and procedures, build collaborative teams, and provide opportunities for students to share their personal strengths for a foundation support of learning for the year.

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

Caloosa Middle School provides a fee-based before and after school program to allow students supervised support if needed. In addition, a schedule is created for assigned duties to allow adults to be present at all times on the campus. Administration, school counselors, the school resource officer, and support staff have are present at assigned lunch shifts in order to allow students to be supervised and have an opportunity to ask questions or discuss concerns during non-academic time on campus. Teachers are present in the hallway between class changes and team leaders are identified at each grade level for additional support.

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

Caloosa Middle School utilizes a PBIS plan that is developed and shared with all staff to in order to support a school-wide behavioral system. The School District of Lee County Student Code of Conduct is shared with all faculty, students, and parents and is followed for all disciplinary actions. Faculty has been trained in Kagan structures and AVID strategies to support academic success. Caloosa Middle School is also in their third year of implementing The Leader in Me which is a school improvement framework based on the work of Stephen Covey.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Caloosa Middle School has an Intervention Support Specialist whose responsibility is to support student needs via MTSS. The Intervention Support Specialist works closely with the guidance department and teachers to ensure that students receive appropriate interventions and accommodations. Mentor programs and after school clubs have been established and students are encouraged to attend. Outside agencies are used as needed on an individual basis.

3. Early Warning Systems

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

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

Caloosa Middle School uses the following data points for early warning systems:

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) Reading or Mathematics.

Students that have two or more indicators are referred to MTSS for possible support (see number of students identified below having two or more indicators).

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	44	50	56	0	0	0	0	150
One or more suspensions	0	0	0	0	0	0	50	52	39	0	0	0	0	141
Course failure in ELA or Math	0	0	0	0	0	0	1	6	2	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	0	0	0	89	97	83	0	0	0	0	269

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

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

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

All 6th grade students will be enrolled in a course focused on the transition to middle school and student success. AVID is offered as an elective at the 7th and 8th grade level. AVID strategies and Kagan structures are used school-wide to help increase student achievement. The MTSS process is used to identify and monitor students that meet two or more of the criteria for additional support. Evening academic support is offered two times per week for students who need one-on-one assistance in all core subject areas. The school also provides opportunities for students to participate in extracurricular activities which help to promote the importance of learning and leadership. Club sponsors act as role models and mentors to students needing positive support.

B. Family and Community Engagement

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

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

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

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

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/319059.

2. Description

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

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

Caloosa Middle School develops partnerships with local businesses and members of the community in order to support student success in school and in the future. Our Parent Involvement Specialist invites all parents and families to become involved in school in order to help their children reach success. Parents and community members serve on our School Advisory Council (SAC), volunteer at school events, and provide additional support as needed.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Cole, Ann	Principal
Williams, Lisa	Instructional Coach
Booth, Melissa	Assistant Principal
Moore, Kaitlyn	Instructional Coach
Tikka, Ann	Instructional Coach
Pierson, Jenniffer	Other
Pollitt, Brian	Assistant Principal
Myers, Teresa	Teacher, ESE

b. Duties

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

Caloosa Middle School's leadership team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team plans and facilitates school-wide professional development for faculty members. Individuals also assist with the development and implementation of effective school-wide systems.

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

The school leadership teams meets bi-weekly to evaluate school-wide student and faculty needs. Based on this evaluation, a plan of action is developed to allocate the resources needed in order to meet these needs, maximize student learning and achievement, and increase the rigor and relevance of teaching in the classroom. The team then disseminates information to the subject area departments and grade level teams via weekly PLCs. This team also facilitates monthly professional development in order to provide support and reinforcement to all faculty members on best teaching practices.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Ann Cole	Principal
Ramey, Lori	Parent
Tikka, Ann	Teacher
Torres, Juan	Education Support Employee
Striano, Tony	Business/Community
Melissa Booth	Principal
Jenniffer Pierson	Teacher
Samantha Pierson	Student
Sebastian Aguilar	Student
Elizear Rivera	Education Support Employee
Jennaya Edouard	Student
Aaron Rys	Teacher
Pat Thomas	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

Last year's SAC committee approved the SIP, monitored progress, and met monthly to review school data and provide support.

b. Development of this school improvement plan

The SAC committee actively reviewed school data and provided input into the development of our SIP goals. The committee also supports continuous improvement initiatives as outlined in the SIP.

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

Members of the SAC committee were actively involved in the preparation of the school's budget and plan and will vote to approve usage of allocated funds.

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

The SAC committee approved the use of Title II funding to be used for teacher collaboration in PLCs in order to increase research-based teaching practices, analyze data, and focus on increased student achievement. The total budgeted for this project was approximately $4,500. The SAC committee also approved the use of funds to increase rigor and relevance in the classroom. The total budgeted for this project was approximately $1,200.

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

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

3. Literacy Leadership Team (LLT)

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

Name	Title
Cole, Ann	Principal
Williams, Lisa	Instructional Coach
Tikka, Ann	Teacher, Career/Technical
Pierson, Jenniffer	Other
Booth, Melissa	Assistant Principal
Moore, Kaitlyn	Teacher, K-12
Pollitt, Brian	Assistant Principal

b. Duties

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

The major initiatives of the LLT include integrating technology into all classrooms, reading across the curriculum, writing across the curriculum, and improving school grade by focusing on learning gains. We will accomplish this through the continuation of PLCs, frequent opportunities for professional development with follow-up model classrooms, implementing One Book, Once School, incorporating WICOR strategies across the curriculum, utilizing Kagan structures, introducing the vocabulary of the day on the CMS news, and adopting STAR 360.

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

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

In addition to common planning, department PLC's meet weekly to discuss data in relation to content and standards mastery. Discussion revolves around the four questions of a PLC - 1.What are students

learning? 2. How do we know they are learning? 3. What we do if they already know the content? 4.What we do when they have not mastered concepts?

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

The administrative team works with department heads and team leaders to recruit potential candidates, mentor effective teachers to reach their full potential, and provide professional development as needed on an individual bases. Teacher Leaders are also in place to support teachers in order to help them achieve highly effective status. The leadership team develops a school-based professional development plan and offers opportunities for model classrooms and learning walks.

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

First year teachers and teachers new to Lee County are enrolled in the APPLES program and paired with a mentor teacher that has been trained to support them throughout the school year. Mentor teachers work with their APPLES teacher to meet all APPLES program requirements including coursework and observations, complete training, coursework, and certification exams to meet district, state and federal requirements, provide feedback/support during classroom observations, keep teachers informed of district and school expectations, partner for feedback/support during PLC's, department meetings, and content meetings, provide support/materials/guidance during planned meetings with administration, and provide support in regards to the norms of the school, district and state as needed.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

All teachers utilize the Florida standards related to their content area. District academic plans are utilized which are aligned to the specific content area standards. In addition, teachers have been trained on and implement standards-based instruction and assessment. Units of study and lesson plans are monitored for correlation and classroom walk-through data is used to provide support. Professional development is also aligned to teacher needs with a focus on student enrichment, student advancement and development, cooperative teaching strategies, and implementing data-driven systems.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

PLCs meet weekly to review data, identify common objectives, rubrics, and assessments. Teachers focus on the four critical questions of a PLC - 1. What do I want my students (all students) to know and be able to do? 2. How do I know they have learned the content (assessments)? 3. What do I do if they already know the content based on assessments (enrichment activities)? 4. What do I do if they have not mastered the content based on assessment (reinforcement activities)?

In addition, interventions, accommodations, and enrichment opportunities are offered to assist with standards mastery.

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

Strategy: After School Program

Minutes added to school year: 6,500

Evening Academic Support

Strategy Rationale

Student achievement, intervention, and accommodation.

Strategy Purpose(s)

* Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Tikka, Ann, annmt@leeschools.net

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

FSA scores and student grades will be used to show increase in learning gains.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

All incoming 6th graders will be enrolled in a transition to middle school course that emphasizes leadership, character, organization, WICOR strategies, and technology. Our school counselor works closely with administration to monitor all 8th grade students' academic histories and develop a comprehensive plan for high school.

b. College and Career Readiness

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

All 6th grade students will be enrolled in a transition to middle school course which incorporates aspects of both the AVID and The Leader in Me curriculum. Students in 7th and 8th grade have the opportunity to apply for AVID. Career classes are also offered which focus on building career-preparation skills. In addition students are provided with opportunities to choose a variety of electives and participate in extra-curricular activities which incorporate community service projects and mentorship from members of the community. In addition, AVID strategies and college-readiness skills are utilized school-wide across all content areas.

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

Caloosa Middle School is an Advancement Via Individual Determination (AVID) school that offers AVID as an elective course taken during the school day for 7th and 8th grade students. All 6th grade students are enrolled in an introduction to middle school course which will incorporate both AVID and The Leader in Me. Students in 7th and 8th grade are selected for enrollment in AVID after completing a rigorous application and interview process. The AVID curriculum consists of organization, note-taking, and study skills, creative and critical thinking, higher order questioning, academic support, and motivational and teambuilding activities. Students enrolled in AVID are required to enroll in at least one rigorous or advanced level class in addition to the AVID elective. As students progress in AVID, their self-image improves, and they become academically successful, and leaders and role models for other students.

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

Career and technical education has been integrated in all social studies classes. In addition, keyboarding skills are incorporated into the 6th grade transition to middle school course and students in 8th grade have the opportunity to enroll in a Computer Applications elective.

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

Caloosa Middle School is an AVID school that focuses on preparing students for post secondary options. All students utilize focused note taking, organization tools, and are supported in taking advanced classes. The guidance department also works closely with all 8th grade students to develop a comprehensive high school readiness plan.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

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

No files were uploaded

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

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

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. All teachers will provide instructional delivery to students in multiple, differentiated levels of intensity based on data.

G2. The school will monitor student progress and provide supports necessary for academic and behavioral success when needed.

Strategic Goals Detail

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

G1. All teachers will provide instructional delivery to students in multiple, differentiated levels of intensity based on data. `1a`

🔍 G082931

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	45.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal `3`

- New Teachers

Resources Available to Help Reduce or Eliminate the Barriers `2`

- AVID/WICOR Strategies
- Evening Academic Support
- Professional Learning Communities
- School-Wide Professional Development
- Model Classrooms
- Learning Walks
- Mentor Teachers
- Teacher Leaders
- Positive Behavior Intervention Support
- The Leader in Me
- Middle School Transition Elective

Plan to Monitor Progress Toward G1. `8`

We will know the school-based leadership team is regularly looking at school performance data, aggregated classroom observation data, professional development needs and support implementation.

Person Responsible
Melissa Booth

Schedule
Weekly, from 8/10/2016 to 6/1/2017

Evidence of Completion
Data results from classroom walk-throughs, formal observations, teacher reflections, PLC meeting minutes, and APPLES monthly logs.

G2. The school will monitor student progress and provide supports necessary for academic and behavioral success when needed. `1a`

🔍 G082932

Targets Supported `1b`

Indicator	Annual Target
One or More Suspensions	319.0

Targeted Barriers to Achieving the Goal `3`

- Student Behavior

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Positive Behavior Intervention Support

- Process/Procedures - School-Wide Expectations

- Academic Support

- Castle

- The Leader In Me

- Parental Involvement Specialist

- Intervention Support Specialist

- Additional Support Staff

Plan to Monitor Progress Toward G2. `8`

We will know that we have provided a learning climate that is safe, welcoming, stimulating, and nurturing for all students when the number of suspensions has decreased.

Person Responsible

Brian Pollitt

Schedule

Monthly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Data results from monthly comparisons of 2015-2016 student discipline data and 2016-2017 student discipline data.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   S123456 = Quick Key

G1. All teachers will provide instructional delivery to students in multiple, differentiated levels of intensity based on data. [1]

🔑 G082931

G1.B1 New Teachers [2]

🔑 B219866

G1.B1.S1 Develop strong leadership that is strategic, focused on instruction, and inclusive of others in their work. [4]

🔑 S232138

Strategy Rationale

The turnover in personnel has left a gap in the quantity of experienced teachers. New teachers need the support of teacher leaders and the leadership team in order to be successful.

Action Step 1 [5]

Enroll teachers new to the profession and/or new to Lee County in the APPLES program.

Person Responsible

Melissa Booth

Schedule

Monthly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Melissa Booth will monitor that all teachers successfully complete the APPLES requirements prior to the end of the 2016-2017 school year.

Action Step 2 [5]

Teachers will meet weekly in departmental PLCs.

Person Responsible

Melissa Booth

Schedule

Weekly, from 8/10/2016 to 6/1/2017

Evidence of Completion

PLC agendas and meeting minutes are monitored by department heads and the administrator assigned to each PLC.

Action Step 3 `5`

School-Wide Professional Development

Person Responsible

Melissa Booth

Schedule

Monthly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Melissa Booth with collect the planned PD calendar and monitor the inservice records for all school-wide PD sessions.

Action Step 4 `5`

Model Classrooms

Person Responsible

Melissa Booth

Schedule

Monthly, from 9/1/2016 to 6/1/2017

Evidence of Completion

Melissa Booth with coordinate monthly schedules for model classrooms and collect reflection sheets from all teachers as evidence of their participation.

Action Step 5 `5`

Learning Walks

Person Responsible

Kaitlyn Moore

Schedule

Monthly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Kaitlyn Moore will schedule monthly learning walks for new teachers to visit classrooms and observe specific instructional strategies in action.

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

A review of the evidence completion submitted for each step of the action plan.

Person Responsible

Melissa Booth

Schedule

Monthly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Records of notifications and reminders from CIMS based on the dates indicated. Additionally, the implementation timeline report generated based upon these dates will be used to record noted of fidelity.

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

We will know if we have developed strong leadership that is strategic, focused on instruction, and inclusive of others in their work by collecting data from classroom walk-throughs, formal observations, teacher reflection sheets, and APPLES monthly logs.

Person Responsible

Melissa Booth

Schedule

Monthly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Reviewing data collected from classroom walk-throughs, formal observations, teacher reflections, and APPLES monthly logs.

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

We will know if we have developed strong leadership that is strategic, focused on instruction, and inclusive of others in their work by collecting data from classroom walk-throughs, formal observations, teacher reflection sheets, and APPLES monthly logs.

Person Responsible

Melissa Booth

Schedule

Monthly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Reviewing data collected from classroom walk-throughs, formal observations, teacher reflections, and APPLES monthly logs.

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

We will know if we have developed strong leadership that is strategic, focused on instruction, and inclusive of others in their work by collecting data from classroom walk-throughs, formal observations, teacher reflection sheets, and APPLES monthly logs.

Person Responsible

Melissa Booth

Schedule

Monthly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Review of data collected from classroom walk-throughs, formal observations, teacher reflections, and APPLES monthly logs.

G2. The school will monitor student progress and provide supports necessary for academic and behavioral success when needed. 1

🔑 G082932

G2.B2 Student Behavior 2

🔑 B219872

G2.B2.S1 Provide a learning climate that is safe, welcoming, stimulating, and nurturing to all students. 4

🔑 S232139

Strategy Rationale

Focusing on building positive relationship with students will help to provide a learning environment that is safe, welcoming, stimulating, and nurturing for students. Positive student/teacher relationship can help students to feel valued.

Action Step 1 5

Implementation of the Gallup Student Survey

Person Responsible

Ann Tikka

Schedule

On 10/31/2016

Evidence of Completion

Results of the survey will be collected and analyzed for strengths, weaknesses, and target areas for improvement.

Action Step 2 5

Implementation of additional support staff including paraprofessionals and a security specialist who will work collaboratively with administration to monitor at-risk student behavior.

Person Responsible

Brian Pollitt

Schedule

Daily, from 8/10/2016 to 6/1/2017

Evidence of Completion

Evidence will be collected from student behavior documentation in Castle including warnings and referrals.

Action Step 3 [5]

Continuation of Positive Behavior Intervention Support and provide students with frequent opportunities to be recognized for positive behavior.

Person Responsible

Brian Pollitt

Schedule

Monthly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Evidence collected will include a calendar of PBIS events held throughout the school year.

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

Brian Pollitt will monitor student behavior referrals in Castle.

Person Responsible

Brian Pollitt

Schedule

Daily, from 8/10/2016 to 6/1/2017

Evidence of Completion

Evidence will include discipline reports pulled from Castle and District Support Applications.

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

We will know that we have provided a learning climate that is safe, welcoming, stimulating, and nurturing for all students when the number of suspensions has decreased.

Person Responsible

Brian Pollitt

Schedule

Monthly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Data results from monthly comparisons of 2015-2016 student discipline data and 2016-2017 student discipline data.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B2.S1.A1 🔍 A296978	Implementation of the Gallup Student Survey	Tikka, Ann	10/1/2016	Results of the survey will be collected and analyzed for strengths, weaknesses, and target areas for improvement.	10/31/2016 one-time
G1.MA1 🔍 M300531	We will know the school-based leadership team is regularly looking at school performance data,...	Booth, Melissa	8/10/2016	Data results from classroom walk-throughs, formal observations, teacher reflections, PLC meeting minutes, and APPLES monthly logs.	6/1/2017 weekly
G2.MA1 🔍 M300534	We will know that we have provided a learning climate that is safe, welcoming, stimulating, and...	Pollitt, Brian	8/10/2016	Data results from monthly comparisons of 2015-2016 student discipline data and 2016-2017 student discipline data.	6/1/2017 monthly
G1.B1.S1.MA1 🔍 M300527	We will know if we have developed strong leadership that is strategic, focused on instruction, and...	Booth, Melissa	8/10/2016	Reviewing data collected from classroom walk-throughs, formal observations, teacher reflections, and APPLES monthly logs.	6/1/2017 monthly
G1.B1.S1.MA1 🔍 M300528	We will know if we have developed strong leadership that is strategic, focused on instruction, and...	Booth, Melissa	8/10/2016	Reviewing data collected from classroom walk-throughs, formal observations, teacher reflections, and APPLES monthly logs.	6/1/2017 monthly
G1.B1.S1.MA1 🔍 M300529	We will know if we have developed strong leadership that is strategic, focused on instruction, and...	Booth, Melissa	8/10/2016	Review of data collected from classroom walk-throughs, formal observations, teacher reflections, and APPLES monthly logs.	6/1/2017 monthly
G1.B1.S1.MA1 🔍 M300530	A review of the evidence completion submitted for each step of the action plan.	Booth, Melissa	8/10/2016	Records of notifications and reminders from CIMS based on the dates indicated. Additionally, the implementation timeline report generated based upon these dates will be used to record noted of fidelity.	6/1/2017 monthly
G1.B1.S1.A1 🔍 A296973	Enroll teachers new to the profession and/or new to Lee County in the APPLES program.	Booth, Melissa	8/10/2016	Melissa Booth will monitor that all teachers successfully complete the APPLES requirements prior to the end of the 2016-2017 school year.	6/1/2017 monthly
G1.B1.S1.A2 🔍 A296974	Teachers will meet weekly in departmental PLCs.	Booth, Melissa	8/10/2016	PLC agendas and meeting minutes are monitored by department heads and the administrator assigned to each PLC.	6/1/2017 weekly
G1.B1.S1.A3 🔍 A296975	School-Wide Professional Development	Booth, Melissa	8/10/2016	Melissa Booth with collect the planned PD calendar and monitor the inservice records for all school-wide PD sessions.	6/1/2017 monthly
G1.B1.S1.A4 🔍 A296976	Model Classrooms	Booth, Melissa	9/1/2016	Melissa Booth with coordinate monthly schedules for model classrooms and collect reflection sheets from all teachers as evidence of their participation.	6/1/2017 monthly
G1.B1.S1.A5 🔍 A296977	Learning Walks	Moore, Kaitlyn	8/10/2016	Kaitlyn Moore will schedule monthly learning walks for new teachers to visit classrooms and observe specific instructional strategies in action.	6/1/2017 monthly
G2.B2.S1.MA1 🔍 M300532	We will know that we have provided a learning climate that is safe, welcoming, stimulating, and...	Pollitt, Brian	8/10/2016	Data results from monthly comparisons of 2015-2016 student discipline data and 2016-2017 student discipline data.	6/1/2017 monthly
G2.B2.S1.MA1 🔍 M300533	Brian Pollitt will monitor student behavior referrals in Castle.	Pollitt, Brian	8/10/2016	Evidence will include discipline reports pulled from Castle and District Support Applications.	6/1/2017 daily
G2.B2.S1.A2 🔍 A296979	Implementation of additional support staff including paraprofessionals and a security specialist...	Pollitt, Brian	8/10/2016	Evidence will be collected from student behavior documentation in Castle including warnings and referrals.	6/1/2017 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A3 🔍 A296980	Continuation of Positive Behavior Intervention Support and provide students with frequent...	Pollitt, Brian	8/10/2016	Evidence collected will include a calendar of PBIS events held throughout the school year.	6/1/2017 monthly

V. Professional Development Opportunities

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

G1. All teachers will provide instructional delivery to students in multiple, differentiated levels of intensity based on data.

G1.B1 New Teachers

G1.B1.S1 Develop strong leadership that is strategic, focused on instruction, and inclusive of others in their work.

PD Opportunity 1

School-Wide Professional Development

Facilitator

Melissa Booth

Participants

All

Schedule

Monthly, from 8/10/2016 to 6/1/2017

PD Opportunity 2

Model Classrooms

Facilitator

Melissa Booth

Participants

All

Schedule

Monthly, from 9/1/2016 to 6/1/2017

PD Opportunity 3

Learning Walks

Facilitator

Kaitlyn Moore

Participants

All

Schedule

Monthly, from 8/10/2016 to 6/1/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Enroll teachers new to the profession and/or new to Lee County in the APPLES program.				$0.00
2	G1.B1.S1.A2	Teachers will meet weekly in departmental PLCs.				$0.00
3	G1.B1.S1.A3	School-Wide Professional Development				$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0572 - Caloosa Middle School	Title II		$5,000.00
4	G1.B1.S1.A4	Model Classrooms				$0.00
5	G1.B1.S1.A5	Learning Walks				$0.00
6	G2.B2.S1.A1	Implementation of the Gallup Student Survey				$0.00
7	G2.B2.S1.A2	Implementation of additional support staff including paraprofessionals and a security specialist who will work collaboratively with administration to monitor at-risk student behavior.				$141,867.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0572 - Caloosa Middle School	Title I, Part A		$141,867.00
8	G2.B2.S1.A3	Continuation of Positive Behavior Intervention Support and provide students with frequent opportunities to be recognized for positive behavior.				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0572 - Caloosa Middle School	General Fund		$500.00
					Total:	$147,367.00