

The School District of Lee County

Lehigh Acres Middle School



2016-17 Schoolwide Improvement Plan

Lehigh Acres Middle School

651 SUNRISE BLVD., Lehigh Acres, FL 33936

<http://lhm.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	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Lehigh Acres 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.

Lehigh Acres Middle School will provide a supportive learning environment through rigorous and engaging instruction.

b. Provide the school's vision statement.

Empowering life-long learners to thrive in a global community.

2. School Environment

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

Learning about the culture of our students and building relationships between teachers and students is a priority at LAMS. Cultural understanding will be done through:

1. College Reachout Program (CROP): Students will have the opportunity to not only interact with each other socially, but they will be exposed to school level faculty as mentees and with individuals in higher education. They will explore colleges and universities, diverse cultures, and goal setting. This club will meet twice a month.
2. Scholars Club: This will be the opportunity for students to combine service and scholarship. For those who may not be only scholars, members of this organization will be able to interact and learn from each other to discuss cultures, life experiences, and setting goals. They will interact with teachers to monitor grades, assist in setting goals, exchanging ideas for success. This club will meet once a month.
3. Home-School Connection: Teachers will have consistent communication with parents through CASTLE.
4. Parent Involvement Specialist: This individual is providing the necessary data for record keeping and can be a link to assist teachers with home communication.

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

Before school begins, students are invited to attend breakfast or play in the gym with their friends. In either instance, students are monitored by staff to ensure the safety of each child.

This year, the school has implemented a couple of effective strategies that address school environment. R.O.A.R, an acronym meaning Respect, Optimism, Accountable, and Responsible, ensures students learn in a safe environment. Students are instructed in R.O.A.R each day by their teachers and administration, as well as reminded throughout the day by their peers and signs posted in the cafeteria and every hall way and classroom. Students understand that not only teachers are to be respected, but they themselves deserve respect, too.

Teachers ensure a safe environment by following R.O.A.R as well. Teachers hold students accountable in their learning as well as behavior. Disrespect, intimidation, and other threats is not tolerated; any evidence of such is dealt with promptly and accordingly. Teachers ensure a safe environment in the classroom, also, by dedicating time periodically to classbuilding and teambuilding exercises, which are needed to create a sense of community within each class.

Teachers also communicate to students that they are there to help in any capacity students might need. Students also understand that the if a teacher is not able to help for whatever reason, the school has two wonderful, caring guidance counselors that put children's needs first.

There is also school resource officer who's friendly face is visible everywhere. Students understand the SRO is there to protect them and ensure a safe environment.

Once school lets out, students are directed to their destination home in a safe, orderly fashion. For instance, all students who are parent pick-up are released first. Then there are at least two waves of busses. Students who walk/bike ride to school are released with the second wave of busses to relieve crowding in the parent pick-up area. This has created an even safer environment than last year, as there are less children on the bus ramp with each wave. Helpful teachers line both the parent pick up and bus ramp to ensure each child finds their way quickly and safely.

After school, students have many opportunities to continue their learning in a variety of activities the school sponsors, including sports, academic, and other clubs. Teachers and sponsors ensure each child goes home safely by waiting with until they are picked up by their parents/guardians or the after-school bus.

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.

At LAMS, student are well versed in the school wide expectation of the PBS acronym ROAR. This ensures all students are aware that while in classrooms, hallways, café, etc they are expected to be Respectful, Optimistic, Accountable, and Responsible. Students are also well versed in the 7 Habits of Highly Effective People. The Leader in Me program enables our students to be proactive in their behavior and engage in their instruction by seeing the bigger picture. If a student chooses to not meet the LAMS expectations they are redirected using the Bruins Card. This helps our students be reminded of their positive role in school while correcting problematic behaviors. The Bruins Card has 8 total boxes and is used for minor redirections such as dress code, classroom and hallway incidences, etc. Each box filled out has a difference consequence to give our students the opportunity to stay in class and continue learning while modeling correct behaviors and expectations. All behaviors are documented through CASTLE management system.

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.

LAMS provides many outlets for student support that ensures social-emotional needs are met. Counselors provide one-on-one mentoring and counseling with students and parents as needs arise. We actively promote parent involvement and host a plethora of events throughout the year that include students, parents and community interaction. via SAC and PTO

3. Early Warning Systems

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

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

After reviewing discipline data, the number of students failing or performing poorly in core classes and reviewing research based strategies to address these issues, the Early Warning Systems team has identified two areas that need immediate focus: student motivation and knowledge of the MTSS process for all members of the school community.

To address student apathy we have begun to implement The Leader in Me program throughout the school. This character education program is based on Stephen Covey's 7 Habits of Highly Effective People. Teachers will help students create goals and evaluate decisions, based on principles and values that are directly taught during subject area classes. We will monitor the success of character education by tracking discipline numbers and performance in core classes. This data will be assessed every three weeks.

The PBS system will also be in place to monitor behaviors which could warrant a parent conference or referral. We will be utilizing the CASTLE management system, which will ensure that all teachers are aware of student issues.

To address a lack of current implantation for MTSS, we have assembled a school MTSS team that will attend training at the district level and create a system within the school to address the needs of all students. Teachers will receive training on documentation methods and tiered responses. Students scoring below standards in ELA and Math will be monitored through the MTSS system.

Additionally, parents of students with poor attendance will be contacted by school parent involvement specialist and referred to social worker if needed.

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	40	44	46	0	0	0	0	130	
One or more suspensions	0	0	0	0	0	0	72	64	66	0	0	0	0	202	
Course failure in ELA or Math	0	0	0	0	0	0	16	31	20	0	0	0	0	67	
Level 1 on statewide assessment	0	0	0	0	0	0	205	160	138	0	0	0	0	503	

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	54	74	92	0	0	0	0	220

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

To improve the academic performance of students identified by the early warning system, we will:

- * have frequent contact with parents of students with attendance problems through the Parent Involvement Specialist.
- * Utilize The Leader in Me program throughout the school to assist with student behavior.
- * Utilize the Positive Behavior Support (PBS) system schoolwide to reinforce positive behavior.
- * Use CASTLE to track student behaviors and interactions with parents.
- * Improve student performance beyond the school day by offering SuperStar Reading and Math tutoring.

B. Family and Community Engagement

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

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

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

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

No

1. PIP Link

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

2. Description

Targets fall into 2 categories: 1) the number of academic-related events being held for parents, and 2) the number of parents attending one or more planned activities.

Planned activities will focus on three grade levels (6,7,8) and within each grade level the academic achievement level (FCAT L1, L2, L3, L4, L5) of the students. The goal is to provide ways and means for parents to support their children in meeting school learning expectations/goals.

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.

LAMS business partnership consists of businesses within the community, those owned by parents of students or staff members, or established from former business transactions. Community partners, such as Horace Mann are invited to promote their business to our staff through our Parental Involvement activities or through special presentation events to our staff. They are invited to sponsor events for our students and staff. Our community partners are invited to our SAC/PTO monthly events where they are integral part of the decision-making.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Watson, Neketa	Principal
Anderson Thomas, Chevoneese	Assistant Principal
Restino, Joseph	Assistant Principal
Sliveroski, Lisa	Assistant Principal

b. Duties

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

The team uses the five-step problem solving process as outlined in the district's MTSS Manual. The roles of each member are as follows:

Classroom Teacher (all, as needed)

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

Instructional Coaches (Ms. Barrett - Math, Mrs. Chechilo - Reading)

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes & anecdotal of interventions implemented

- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

Assistant Principals (Lisa Whaley, Joseph Restino - behavior; Dr. Chevoneese Anderson Thomas - academics)

- Collect school-wide/individual data for team use in:
 - determining at-risk students
 - monitoring progress with selected interventions

Speech-Language Pathologist (Ana Arcila)

- Attend MTSS Team meetings for students receiving supplemental and intensive supports.
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions
- Facilitate implementation of the MTSS problem-solving process in your building
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom Walk-Throughs to monitor fidelity

Intervention Support Specialist/Problem Solving Team Coordinator (T. Werderman)

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

School Psychologist (Linda Masie)

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

ESE Teacher (Adrienne Felger, Resource Teachers: Rochelle Emile, Sabrina Emile, Chelsea Kackley, Patti French-McShea, and Haquikah Peterson)

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

Behavior Specialist (Preston Towns)

- Consult with MTSS Team

Social Worker (Sherie Povia)

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

ESOL/ELL Representative (Maritza Nanasca)

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

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

The MTSS Problem-Solving team at Lehigh Acres Middle School meets on an as-needed basis to analyze school and/or student progress data in order to identify students in need of initial/continuing support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports.

Title I, Part A

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

The Foundation for Lee County Schools provides resources to teachers to enhance classroom instruction. They also are the liaison between business and community to build partnerships with schools. The Foundation sponsors a Collegium to recognize high quality instructional staff. This benefits the retention of teachers in Title I schools. The resources provided by the Foundation benefit students and teachers as well as enhancing the educational programs in the classrooms. All targeted subgroups of students benefit from these resources. These services will assist schools in increasing student achievement. Collaborative partners include Early Childhood Services (Headstart, VPK); Adult Education; Foundation for Lee County Schools; Youth Coalition; Edison College; Hispanic Chamber of Commerce. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part C Migrant

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part D

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service;

vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II

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.

Title X Homeless

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

Supplemental Academic Instruction (SAI)

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

programs.

Violence Prevention Programs

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

Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Head Start

N/A applicable to elementary schools, not middle schools

Adult Education

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

Career and Technical Education

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Neketa Watson	Principal
Sophia Wilson	Parent
Elba Rivera	Education Support Employee
Rosa Stewart	Education Support Employee
Tina Werderman	Teacher

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

Due to the lack of data from previous high stakes tests, evaluation of last years plans have proved to be difficult. Parent involvement participation through academic night increased dramatically and the number of students enrolled in Computer Application AND Engineering classes also increased.

b. Development of this school improvement plan

The objective of the SAC is to oversee and review activities concerned with improving the academic success of the students. The purpose of the SAC is to perform the functions that are prescribed by the regulations of the school board. The SAC will assist in the preparation and evaluation of the School Improvement Plan and will give advice concerning the annual school budget.

The areas of the SIP were presented to SAC. SAC approved the plan.

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

The school's annual budget and plan will be prepared by the Principal, Mrs. Watson and shared with SAC as appropriate during monthly meetings.

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

Primarily, SIP funds were used to increase the inventory of LAMS school library to reflect the needs of our students as indicated by our Reading and ESOL department. All other academic areas are encouraged to request inventory to reflect their discipline.

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
Watson, Neketa	Principal
Anderson Thomas, Chevoneese	Assistant Principal
Sliveroski, Lisa	Assistant Principal
Restino, Joseph	Assistant Principal

b. Duties

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

The LLT promotes literacy within the school by providing support and training to help teachers develop rigorous and engaging lessons and utilize research-based strategies to help students achieve high learning gains.

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.

Teachers will continue to receive professional development to enhance their experience with the PLC process. PLC meetings will occur weekly, with teachers participating in common subject, grade level and SIP teams. Teachers with common planning time with members of their grade level and common subject areas. New teachers or new to LAMS teachers will be assigned mentor teachers to assist with planning and instruction.

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

Active recruitment does not occur.

Hiring: Advertised by district, applications reviewed by administration; candidates invited to interview; references are checked; offer is extended.

Person Responsible:Principal andPrincipal's Secretary

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

Retention: Teacher support, especially of new teachers and those veteran teachers who are new to the District is amply provided. New teachers are automatically part of the A.P.P.L.E.S. (Accomplished Professional Practices for the Lee Educational System) program. A.P.P.L.E.S. is designed to be a support system for new teachers to ensure classroom success, provide aid in meeting certification requirements, and to positively impact student learning.

Retention: All new and annual contract teachers are invited to weekly meetings facilitated by the APC and Data

Coach to provide insight to district and school culture, to instruct in effective teaching/learning strategies, to share highlights and concerns of teaching and classroom management.

Experienced teachers new to LAMS, are assigned a volunteer veteran teacher to help them acclimate and adjust to the policies and practices unique to LAMS.

LAMS also has 3 Teacher Leaders, hired throught the TIF Grant. Their responsibility is to provide additional support/coaching to new teachers

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.

LAMS ensures its core instructional programs and materials are aligned to Florida's standards in the following ways:

- Newly adopted district wide math text are used at all grade levels.
- Newly adopted district wide reading/language arts text are also being implemented.
- Oncourse is being used for weekly lesson planning, with teachers attaching standards in plans.
- Common Core standards are noted on lesson plans.
- Instruction is based on NGSS standards.
- Standards are communicated to students by way of student friendly daily objectives being written on class boards.
- Students use data folders to track progress based on standards.

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.

Lehigh Acres Middle School uses Performance Matters to gather data and differentiate instruction. Performance Matters data was used during the 2015-2016 to determine students with the highest need for tutoring. FCAT data provided a snapshot of student achievement. Students who were level 1 or 2 and students who were close to the next level of achievement were offered tutoring. The math department used ALEKS to track their data. The data provided a prediction of student achievement on the FSA.

All academic teams will be gathering data and using it to determine the direction of instruction. Teachers collaborate during the Professional Learning Communities to determine effective teaching and learning strategies. School wide students will be divided into groups based on needs. Students will be offered remediation and enrichment based on the data provided by their teachers.

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: Extended School Day

Minutes added to school year: 10,800

We will offer bi-weekly remediation/enrichment in core subjects bi-weekly during the instructional day. Teachers will utilize WICOR strategies - Writing, Inquiry, Collaboration, Organization, and Reading.

Enrichment activities that contribute to a well rounded education: CROP, National Junior Honor Society, Drama club, Student Government, our music program, Foreign Language Club, Cadets, SEE Club, Math Club, Athletics, and field trips.

Professional Development is held weekly for one hour. We hold weekly PLC meetings in which teams collaborate on the key PLC questions: what do we want to teach, how will we know if they learned it, what will we do for those who have not reached mastery, what will we do for those who reach mastery?

Strategy Rationale

Students exposed to an enriched curriculum and enhanced extra-curricular experiences are building a strong foundation for success at the college level and beyond.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Anderson Thomas, Chevoneese, chevoneesea@leeschools.net

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

We track data on students who attend tutoring in reading and mathematics to determine the effectiveness. Students progress monitor in all core classes. Attendance lists from tutoring are provided to core teachers. Students who attend tutoring are expected to show achievement gains.

PLC effectiveness is monitored through classroom walkthroughs which ensure teachers are using best practices and research based strategies in classroom delivery.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Not applicable

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.

The school counselors plan and deliver a course using the FLDOE CHOICES program with the goal of assisting students in setting job-related goals for their future and then planning a course of studies to achieve that goal.

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

The following programs are designed to engage and prepare students for college and career readiness: AVID, CROP, Office Aides, Computer Technology, Engineering, Forensic Science, Creative Writing, and Cambridge Journalism.

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

Students have the opportunity to take CTE to acquire their Microsoft Certification.

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.

The strategies that are currently in place with LAMS are as follows:

- Intensive math classes: all intensive students have 1 block of math daily
- Honors Algebra class for those achieving 3 or higher on 7th grade Math FSA.
- Cambridge math: Identified gifted students as well as student who scored 4 or 5 on FSA.
- Critical Thinking: The lowest 25% of student will receive one block every other day of small group instruction in Mathematics, within a co-teaching environment. With a heavy emphasis on numbers sense and problem solving strategies.
- Pre and post test data collection
- Formative and summative common assessments within each grade level.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 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" 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Lehigh Acres Middle School will increase FSA Reading Learning Gains for the Bottom 25% by 10 percentage points from 34% to 44% as measured by FSA ELA Reading.
- G2.** Lehigh Acres Middle School will decrease our referrals written by 25% from 2,631 to 1,973 as measured by the District Support Applications.
- G3.**

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. Lehigh Acres Middle School will increase FSA Reading Learning Gains for the Bottom 25% by 10 percentage points from 34% to 44% as measured by FSA ELA Reading. 1a

G082979

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	44.0

Targeted Barriers to Achieving the Goal 3

- Frequent absenteeism, ESOL students, lack of resources/support congruent with disadvantaged population

Resources Available to Help Reduce or Eliminate the Barriers 2

- Intervention and remediation plan specifically targeting the Bottom 25% including but not limited to identifying present level of performance, goal setting, self-monitoring of progress, mentoring, and weekly meetings to assess target.
- TIF Teachers, Reading Coach, Bottom 25% Support Staff, Intervention Support Specialist

Plan to Monitor Progress Toward G1. 8

STAR 360 Progress Monitoring, Data Chats, and Grades.

Person Responsible

Tina Werderman

Schedule

Monthly, from 8/10/2016 to 8/10/2016

Evidence of Completion

The evidence will be reports printed from Renaissance Learning and data presented by Bottom 25% Support Teacher.

G2. Lehigh Acres Middle School will decrease our referrals written by 25% from 2,631 to 1,973 as measured by the District Support Applications. 1a

G082980

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	1973.0

Targeted Barriers to Achieving the Goal 3

- New teachers inexperienced in classroom management, at risk youth displaying unique behavioral needs, at risk youth currently disenfranchised from the school experience.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Implementation of Restorative Justice including alternatives to suspension, customized behavioral interventions for specific students, professional development and ongoing intervention resources for teachers, behavior skill building intervention groups, and a Peer Mediation program.

Plan to Monitor Progress Toward G2. 8

Person Responsible

Joseph Restino

Schedule

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

Evidence of Completion

PLC agendas and minutes will be submitted to administration weekly to ensure compliance

G3. 1a

G082981

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

-

Plan to Monitor Progress Toward G3. 8

Person Responsible

Schedule

Evidence of Completion

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. Lehigh Acres Middle School will increase FSA Reading Learning Gains for the Bottom 25% by 10 percentage points from 34% to 44% as measured by FSA ELA Reading. **1**

 G082979

G1.B1 Frequent absenteeism, ESOL students, lack of resources/support congruent with disadvantaged population **2**

 B219992

G1.B1.S1 Relationship building and mentoring. **4**

 S232261

Strategy Rationale

Given the culture of at risk youth, building relationships and mentoring can not only increase attendance but provide much needed motivation towards academic progress.

Action Step 1 **5**

Bottom 25% students will be monitored by Intervention Specialist and a Bottom 25% Support Teacher.

Person Responsible

Tina Werderman

Schedule

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

Evidence of Completion

Meeting notes, data tracking, communication logs, and STAR 360 Progress Monitoring.

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

We will have a monthly meeting with Math Coach and Teacher Leaders to discuss PD opportunities.

Person Responsible

Joseph Restino

Schedule

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

Evidence of Completion

Minutes for the meetings.

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

Person Responsible

Schedule

Evidence of Completion

G2. Lehigh Acres Middle School will decrease our referrals written by 25% from 2,631 to 1,973 as measured by the District Support Applications. **1**

 G082980

G2.B1 New teachers inexperienced in classroom management, at risk youth displaying unique behavioral needs, at risk youth currently disenfranchised from the school experience. **2**

 B219993

G2.B1.S1 Implement Restorative Justice procedures including restorative agreements between teachers/students, classroom Respect Agreements, provide learning opportunities for behavioral change through direct behavior skill instruction, reflection, and alternatives to suspension. **4**

 S232262

Strategy Rationale

Procedures under the Restorative Justice umbrella teach behavioral change while repairing student-teacher relationships.

Action Step 1 **5**

Provide restorative and intervention support to classroom teachers.

Person Responsible

Tina Werderman

Schedule

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

Evidence of Completion

Restorative agreements and classroom Respect Agreements

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

Frequent meeting with School Leadership

Person Responsible

Joseph Restino

Schedule

Weekly, from 8/10/2016 to 8/10/2016

Evidence of Completion

Meeting minutes.

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

Checking the amount of referrals written and suspensions given.

Person Responsible

Schedule

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

Evidence of Completion

Mainframe metrics on referrals and suspensions

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1 M300852	[no content entered]		No Start Date		No End Date one-time
G1.MA1 M300852	STAR 360 Progress Monitoring, Data Chats, and Grades.	Werderman, Tina	8/10/2016	The evidence will be reports printed from Renaissance Learning and data presented by Bottom 25% Support Teacher.	8/10/2016 monthly
G2.B1.S1.MA1 M300854	Frequent meeting with School Leadership	Restino, Joseph	8/10/2016	Meeting minutes.	8/10/2016 weekly
G2.MA1 M300855	[no content entered]	Restino, Joseph	8/10/2016	PLC agendas and minutes will be submitted to administration weekly to ensure compliance	5/26/2017 weekly
G1.B1.S1.MA1 M300851	We will have a monthly meeting with Math Coach and Teacher Leaders to discuss PD opportunities.	Restino, Joseph	8/10/2016	Minutes for the meetings.	5/26/2017 monthly
G1.B1.S1.A1 A297173	Bottom 25% students will be monitored by Intervention Specialist and a Bottom 25% Support Teacher.	Werderman, Tina	8/10/2016	Meeting notes, data tracking, communication logs, and STAR 360 Progress Monitoring.	5/26/2017 weekly
G2.B1.S1.MA1 M300853	Checking the amount of referrals written and suspensions given.		8/10/2016	Mainframe metrics on referrals and suspensions	5/26/2017 quarterly
G2.B1.S1.A1 A297174	Provide restorative and intervention support to classroom teachers.	Werderman, Tina	8/10/2016	Restorative agreements and classroom Respect Agreements	5/26/2017 quarterly

V. Professional Development Opportunities

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

G2. Lehigh Acres Middle School will decrease our referrals written by 25% from 2,631 to 1,973 as measured by the District Support Applications.

G2.B1 New teachers inexperienced in classroom management, at risk youth displaying unique behavioral needs, at risk youth currently disenfranchised from the school experience.

G2.B1.S1 Implement Restorative Justice procedures including restorative agreements between teachers/students, classroom Respect Agreements, provide learning opportunities for behavioral change through direct behavior skill instruction, reflection, and alternatives to suspension.

PD Opportunity 1

Provide restorative and intervention support to classroom teachers.

Facilitator

Werderman

Participants

instructional staff

Schedule

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

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	Bottom 25% students will be monitored by Intervention Specialist and a Bottom 25% Support Teacher.	\$0.00
2	G2.B1.S1.A1	Provide restorative and intervention support to classroom teachers.	\$0.00
Total:			\$0.00