

The School District of Lee County

Varsity Lakes Middle School



2016-17 Schoolwide Improvement Plan

Varsity Lakes Middle School

801 GUNNERY RD N, Lehigh Acres, FL 33971

<http://vlm.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	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	15
Ambitious Instruction and Learning	17
8-Step Planning and Problem Solving Implementation	22
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	26
Appendix 1: Implementation Timeline	31
Appendix 2: Professional Development and Technical Assistance Outlines	32
Professional Development Opportunities	32
Technical Assistance Items	33
Appendix 3: Budget to Support Goals	33

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 Varsity Lakes 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.

Varsity Lakes Middle School will provide a safe and secure environment that ensures the continued development of the whole student. Through successful learning experiences, all students will mature academically, socially, physically, emotionally, and creatively.

b. Provide the school's vision statement.

Varsity Lakes Middle School is a learning institution that is dedicated to the creation of academic excellence through an integrated curriculum.

2. School Environment

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

Varsity Lakes Middle School uses sports, clubs and organizations, and organized student support to build relationships between teachers and students. Among those activities are:

CREW

(GQ) Gentlemen of Quality

GEMS (Growing, Excelling, Maturing, Shining) for young ladies

SOS (Save One Student mentor program)

AVID

School Counselors (6th/7th and 8th)

Intramural Sports

Math Team

National Junior Honor Society

Junior Leadership Academy

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

Relationships and clear expectations are high priorities for Varsity Lakes Middle School faculty and staff. Physical safety and a culture of respect and support enable the school to run fluidly and effectively. Included in that initiative are myriad systems including:

SOS (Save One Student mentor program)

School-wide discipline (internal and formal)

Adult supervision during transitions

Single entry to campus

Internal doors locked at all times

Security specialists to support students and staff

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.

Varsity Lake Middle School begins and ends the day with clear expectations, from daily dress code checks to in-class team time outs to school wide language and vocabulary. As part of these

expectations, the school supports several systems including:

Regular positive parent contacts

Code of conduct reviewed 1st day

Discipline training for staff

School wide discipline plan:

Warning, call home, team time out, referral, possible OSS

In house discipline plan:

Citations, ISS, time out, alternative time out in classrooms where students are doing poorly, AM detention

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.

Varsity Lake Middle School holds all children accountable and works to provide all support and services required. This includes close work with the exceptional student education department, with AVID and its mentoring and tutoring piece, with the SOS program, with the Junior Leadership Academy, with mediation and support by counselors, and by support from non-instructional staff including VLMS' social worker, school nurse, school psychologist, school resource officer, and others.

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.

VLMS uses a multifaceted intervention system to catch students in need to maintain focus on learning and academic growth. This includes all required factors (attendance, suspensions, course failures, and level 1 proficiencies) and also goes further into school based supports.

For the required warning indicators:

Attendance- beginning of year, counselors meet with students who missed 20+ days the prior year. each quarter, counselors meet with students who miss 6+ days throughout the year.

Suspensions - in house discipline procedures begin in classrooms, then utilize in-house time out and detention, then OSS. Documentation is kept on each referral in order to decide further action

Course Failure - guidance meets with students failing 2+ classes at each interim (every 3 weeks). Guidance provides a 2-year program to facilitate all students leaving middle school with their cohort; guidance hosts summer school for students who fail classes during the school year.

Level 1 and 2 students have double intensives in reading and math, and all students are served in smaller class sizes

MTSS - implemented for both academics and behavior

SOS--this mentoring program targets students who fall into one or more of the targeted categories. It pairs one student with one staff member for weekly mentoring meetings, parent contact, and regular communication.

Academic assistance is provided for any interested student four days a week after school from 4:05 to 5:15, supported by at least 4 certified teachers each day.

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	16	22	30	0	0	0	0	68
One or more suspensions	0	0	0	0	0	0	42	45	56	0	0	0	0	143
Course failure in ELA or Math	0	0	0	0	0	0	15	30	2	0	0	0	0	47
Level 1 on statewide assessment	0	0	0	0	0	0	56	55	39	0	0	0	0	150

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	0	0	0	0	0	0	0	

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

Varsity Lakes Middle School works to track all students and identify those in need of intervention before any issues become a barrier to learning. Part of that process is a regular analysis of student data in weekly PLCs. Additionally, VLMS uses the following systems:

CREW homeroom and mentoring sessions daily for all students

Two Year Plan for credit retrieval for over-aged kids

Intensive/double block (level 1 and 2) math and reading

SOS system

GQ for leadership and social skills for young men

GEMS for leadership and social skills for young women

Data chats with every student

Quarterly progress meetings

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?

Yes

1. PIP Link

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

2. Description

VLMS works to include all parents in their child(ren)'s learning. The school year opens with a schoolwide orientation day where all parents, siblings and students explore the building, meet all teachers, and learn about and register for school sponsored clubs, programs and athletics. Concerns including scheduling, tutoring needs and student-specific issues are heard and recorded at this time, and then addressed in the following days. During the year, the school hosts two parent-teacher

conference nights where families have the opportunity to meet with their child's teachers to discuss academics and behavior. The Parent Involvement Specialist works throughout the year to continue to coordinate parent-teacher conferences when teachers or parents initiate a concern. These are the formal cornerstones of the parent-teacher relationship at Varsity Lakes Middle. In addition, VLMS also maintains the following systems:

- *Every Thursday and Friday - parent-teacher conferences - before school
- *Annual Parent survey and subsequent analysis
- *interim reports every 3 weeks, contact for concerns, quarterly report cards
- *ongoing parentlink contact
- *live and up-to-date school website
- *continuous phone / email / written communication to families

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.

Varsity Lakes High School connects with the community through SAC committee meetings, volunteer recruitment, and sports and extra-curricular parent work. We also reach out for support through grant writing, donation opportunities and correspondence, yearbook advertisements, and school program fundraising. We work with community contacts to help support teachers and faculty through teacher appreciation days, school events and celebrations, and student mentor programs.

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
Essert, Daman	Principal
Stoker, Michael	Teacher, K-12
Toth, Susan	School Counselor
Leiderman, Scott	Teacher, K-12
Resler, Marjorie	Teacher, K-12
Smith, Ellen	Teacher, ESE
Wood, Elizabeth	Teacher, K-12
Wilson, Jheri	Teacher, K-12
Ziemer, Melissa	Teacher, K-12
Plucker, Jason	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 School Leadership Team consists of the following members:

All Meetings:

Jim Baxa - Leadership Chairperson /teacher

Daman Essert - Principal
Kathy Padilla- Assistant Principal
Kimberly Conn - Assistant Principal
Jason Plucker- Assistant Principal
Majorie Resler - Exploratory Department
Michael Stoker - Science Department
Scott Leiderman - ELA Department
Susan Toth - Guidance
Elizabeth Wood - AVID
Ellen Smith - ESE
Jheri Wilson - TIF teacher
Melissa Ziemer - TIF teacher

Per Request:

Any teacher/faculty member that is on the agenda.

Leadership Chair is responsible for creating the agenda, supervising the meetings, preparing the minutes, and posting the minutes on SharePoint. He or she will lead the group to vote on school-wide decisions.

Administration - Attends meetings, provides feedback for agenda items, and supports the decisions made by the Leadership Team.

Classroom teachers - Attend meetings, participate in group discussions, vote on agenda items, and act as the liaison withing the department/team they represent.

ESE - Represents the ESE department and provides information on agenda items related to ESE.

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 Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team evaluates students' responses to current interventions, curricula, and school-based systems.

The MTSS Team meets on an as needed basis. MTSS student meetings are held at least two times per school year for each student in the MTSS process.

The school-based MTSS leadership team consists of the following members:

All Meetings:

MTSS Chairperson - Terri Hensley - Counselor
Susan Toth - Counselor
Jennifer Gregory - ESE teacher
Jennifer Farrell - intervention specialist
Karen Sparks - Assistant Principal
Classroom Teachers related to MTSS students

Per Request:

Elizabeth Cooper - Speech and Language Pathologist
Emmanuel Dansey - School Psychologist
Cynthia Gilyard - Social Worker
ESOL Representative - Kathleen Reyes

Classroom teachers keep ongoing progress monitoring notes to be filed in the cumulative folder at the end of each school year. They also attend MTSS meetings to collaborate on and monitor students who are struggling. The classroom teachers implement interventions designed by the MTSS Team and deliver instructional interventions with fidelity.

The Reading Coach attends MTSS meetings when applicable and supports teachers in interventions, progress monitoring, and differentiated instruction. The Reading Coach also implements Tier 2 and 3 interventions and keeps progress monitoring notes. The Reading Coach administers screenings and collects school-wide data for team use in determining at-risk students.

The Speech and Language Pathologist attends MTSS meetings when applicable and assists with Tier 2 and 3 interventions. She also incorporates MTSS data when evaluating a possible speech/language referral and completes communication skills screenings for students unsuccessful with Tier 2 interventions (when appropriate).

The Principal and/or Assistant Principal(s) actively attend MTSS meetings and facilitate the implementation of MTSS in our building and provide and/or coordinate continuous professional development. They assign paraprofessionals or other resource teachers to support MTSS interventions.

The Guidance Counselor attends MTSS meetings and assists with maintaining a log of all students involved in the MTSS process. She sends parent invites and completes necessary MTSS forms. She implements interventions when applicable to MTSS students.

The School Psychologist attends MTSS meetings on some Tier 2 students and all Tier 3 students and monitors the data collection process. He reviews and interprets progress monitoring data and collaborates with the MTSS Team on effective interventions. He incorporates MTSS data when guiding a possible ESE referral and when making eligibility decisions.

The ESE Teacher consults with the MTSS Team regarding Tier 3 interventions and evaluates MTSS data when making eligibility decisions.

The Specialist (Behavior, OT, PT, ASD) consults with the MTSS TEam and provides staff trainings.

The Social Worker attends MTSS meetings when requested and conducts social-developmental history interviews with students when applicable and reports back to the team.

The ESOL/ELL Representative attends all MTSS meetings for identified ELL students and completes LEP paperwork. The also conduct language screenings and assessments and provides ELL interventions at all tiers.

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 theyear. School improvement plans are written to ensure compliceance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title 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 needs 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 have 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 process. Within this plan, schools complete a Professional Development Plan (PDP) 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 AYP. 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.

Nutritional 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kim Cabrera	Parent
Alejandra Toledo	Parent
Anselmo Solorzano	Teacher
Kathleen Reyes	Education Support Employee
Allen Franklin	Education Support Employee
Dora Shilling	Business/Community
Tony Hayes	Business/Community
Esther Andalia	Parent
Michelle Persaud	Parent
Brittani Anderson	Business/Community
Daman Essert	Principal
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

Previous year's goals and results are presented at the Annual Title I / SAC Meeting (September). There is an open forum for feedback, with specific solicitation for areas to review, revise and revisit. Data from student performance is presented and discussed, and potential needs and focus areas are examined.

b. Development of this school improvement plan

Based on the data and direction from the school district and the state, the leadership team creates a draft of the school improvement plan. The SAC reviews and evaluates the plan, and then votes to accept or revisit.

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

As part of the school improvement plan and the school goals, a draft of the school budget is also created. This draft is presented at the first SAC meeting. It is then open for discussion, revised if needed, and the committee votes to accept it or revise further. The draft is targeted at specific school needs for professional development, supplies, and other student and teacher support.

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

This is an estimate. The school receives a specific amount of dollars per student. Here is how the funds are spent and what was approved at our SAC Meeting/Title I Meeting.

Student Planners \$ 2,946.24
Student Goal Setting Materials \$554.00
Refill Materials for Binders \$ 1,738.89

Sheet protectors, colored paper for each subject, and toner for copies will be purchased. Approximately \$.50 per student.

All students will set academic goals for the 2015-16 school year. Mr. Essert, Ms. Conn, Mr. Mathews, and Ms. Sparks will meet with students via math class to review individual data and set personal goals.

Students will keep their individual goal sheet in their student binder. Teachers will review the goals as needed.

VLMS had some of the highest learning gains of all Middle Schools in the District. Therefore, we are continuing with individual goal setting.

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
Essert, Daman	Principal
Toth, Susan	School Counselor
Ziemer, Melissa	Teacher, K-12
Wilson, Jheri	Other
Plucker, Jason	Assistant Principal
Stoker, Michael	Teacher, K-12
Wood, Elizabeth	Teacher, K-12

b. Duties

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

Teachers will be instructed on using Performance Matters to make instructional choices based on student achievement data.

Teachers will be supported on integrating the Florida State Standards into existing curricula.

Training for TeenBiz will be held for all new reading teachers.

Training on the EDGE Reading Program will be held for intensive reading teachers.

All students with FCAT Reading scores of Levels 1, 2, or 3 will be enrolled in a reading class. Students with reading levels 1 and 2 will have intensive reading every day.

Most students with reading levels 4 and 5 will be enrolled in a reading class.

Intensive academic students are enrolled in intensive reading classes with regular education peers.

All reading classes will be provided with supplemental reading materials to improve student achievement.

Reading assessments will be used to monitor reading progress.

All students will implement the Cold Read Strategies across content areas, which will improve comprehension among students.

All 8th grade students will be enrolled in a creative writing class for one semester.

Reading teachers will implement reading centers into classroom instruction.

Kagan structures and strategies will be used to improve students' reading skills.

FAIR and Achieve results will be used to monitor student progress.

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.

All teachers are part of a Professional Learning Community (PLC) by department. PLCs meet weekly for one hour and focus on creating assessments, planning for instruction, assessing student achievement, analyzing student data, and planning for intervention.

PLCs will use short term action cycles to identify, problem solve, implement strategies and evaluate results. Best practice sharing and positive gains will be shared with the faculty at monthly meetings. For informal meeting, the master schedule provides common planning for teachers who teach the same course.

Team Meetings allow grade levels to collaborate in the same short term cycle to tackle grade level specific issues. These meetings are held monthly.

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

VLMS attends the annual job fair and utilizes the school systems' personnel procedures to recruit effective teachers making sure new teachers have a plan to meet their requirements to teach.

VLMS retains highly qualified teachers by effectively implementing the APPLES mentoring program and meeting with new teachers throughout the school year. Teachers share common planning to allow authentic collaboration and joint lesson planning.

TIF teachers, resource teachers, the Assistant Principal for Curriculum, district coaches and curriculum coordinators work to mentor, develop and support any teachers in need. The administration also supports a growth mindset and works to develop talent and leadership among the faculty.

Sulyn Smallwood, the school's secretary, is responsible for making sure specific requirements are met for all teachers. She is available to assist new teachers with any questions.

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

Karen Sparks - VLMS Assistant Principal is responsible for new teachers.

Varisty Lakes Middle implements the APPLES Teacher Menotring Program to retain highly qualified teachers. Veteran teachers that have taken the clinical educator course are paired with a new teacher. The mentor and mentee follow the APPLES program requirements as well as meet biweekly in a professional learning community to discuss effective teaching strategies. Mentors are given time for classroom observations, feedback, coaching and planning.

Mentor / Mentee:

Veronica Young--reading teacher is paired with Jennifer Farrell (reading/ESE) and Kristyn Croteau (math)

Ms. Young is a veteran teacher. She will assist her mentees with all questions and concerns related to middle school curriculum and classroom management.

Sarah Detar - Reading Teacher is paired with Kim Cabrera (reading) and Melissa Gard (ELA)

Ms. Detar is a veteran teacher. She will assist her mentees with all questions and concerns related to middle school curriculum and classroom management.

Jheri Wilson--science teacher is paired with Rosaneli Ledesma (leaership) and Ariel Turner (social studies).

Mrs. Wilson is a veteran teacher. She will assist her mentees with all questions and concerns related to

middle school curriculum and classroom management.

Melissa Ziemer--reading and ELA is paired with Sean McCracken (social studies) and Brittany Hilton (social studies). Mrs. Ziemer is a veteran teacher. She will assist her mentees with all questions and concerns related to middle school curriculum and classroom management.

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.

Varsity Lakes Middle School uses rigorous instruction and regular data analysis to support all students' learning of the standards tied to each course. Teachers use district created academic plans and curriculum guides and state provided support in CPALMS to shape instruction. Regular lesson plan sharing and reviews ensure that all plans focus on Florida Standards and are optimal opportunities for learning.

The instructional materials for the core subject areas are provided by the school district, and other curriculum related materials are reviewed and approved by administration as needed. Regular walk throughs and coaching visits ensure that all teachers are teaching with rigor, reaching all students, and holding to the Florida 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.

Varsity Lakes Middle School analyzes data on a regular basis to inform instruction and identify areas of need for best use of resource. In that analysis, the school also uses local and state standardized test results to:

- prepare student schedules
- determine eligibility for gifted, reg ed, IA, life skills supports
- determine eligibility for MTSS
- identify student need for academic intervention and double intensives in math and reading
- identify and support two-year promotion program for over-aged students
- determine best use of MTSS pull out - intensive interventions

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: 7,900

Varsity Lakes Middle School hosts an Academic Assistance Program that is held for one hour after school on Monday, Tuesday, Wednesday, and Thursday. VLMS teachers assist students with their classroom homework and assignments as well as help them study for upcoming assessments.

Strategy Rationale

Academic Assistance is a strategy that Varsity Lakes Middle School uses to support our students academically. We provide the time, environment, support, and transportation for students to receive extra support in all academic areas.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Student interim reports and report cards are analyzed through the guidance department to monitor the effectiveness of Academic Assistance. When students are showing an area of weakness, they are recommended to attend Academic Assistance. As students visit with the guidance department, their grades are reviewed for progress.

Strategy: Summer Program

Minutes added to school year: 42,480

VLMS teachers are paid via Title I funds to work during the summer for a minimum of two days and a maximum of three weeks. Teachers plan curriculum and common assessments as well as assist with student scheduling.

Strategy Rationale

VLMS believes that our teachers need time to develop professionally within their subject matter as well as plan effective instruction to enhance both the current and new curriculum set forth by the state and the district.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Teachers discuss the effectiveness of the newly planned curriculum and/or common assessments in the classroom and plan for further collaboration. Analysis of district common assessments as well as state assessments are also used to determine the effectiveness of this program.

Strategy: Summer Program

Minutes added to school year: 6,120

Varsity Lakes Middle School hosts a Summer Program that is held for three consecutive weeks after the regular school year, for 7 hours per day, Monday - Friday. VLMS counselors assist students (6-8 grade) with E2020 to receive credit for courses they failed.

Strategy Rationale

VLMS gives students the opportunity to pass courses that they have failed during the school year. This allows students to earn credits they need to transition to the next grade level.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

Data is collected using reports from the E2020 program. Students are to finish 100% of the course they take at a 70% or higher.

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.

Varsity Lakes Middle School works closely with other zone elementary and high school teachers and administration to facilitate easy transition for incoming and graduating students. For the new sixth grade students, Varsity hosts a Sixth Grade Choice Open House in the spring. All fifth grade students in our zone have the chance to visit the school, meet the teachers, and become familiar with our clubs and organizations.

AVID programs work to bridge rising eighth grade students with ninth grade teachers and students to ease their transition to high school. As part of this initiative, AVID also takes students to the Florida Gulf Coast University Campus to give exposure to the realities and opportunities of college life.

Data Chats for all grade levels making students aware of expectations in each grade level, especially information on high schools requirements and electives.

Guidance counselors regularly discuss academic programs in high school with the eighth grade class in formal and informal settings.

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.

VLMS Guidance Department meets with all 8th grade students during the school year. Students are provided with information on a variety of career choices, academic programs in high school, and the CHOICES (DOE) curriculum where students complete personality surveys and are provided with

feedback on which career path is best for them.

AVID Program works to connect students who are in the academic middle with opportunities for career and college awareness, and gives those students the study skills, interpersonal skills, and self-advocacy skills to be successful after middle school and in the rest of their academic careers.

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

VLMS offers leadership classes to students as part of our Leadership Academy. Classes include:
Career Exploratory and Decision Making
Business Leadership Skills
Professional Development and Career Planning
Law Studies
Rhetoric and Debate
Junior Leadership Academy

VLMS is an Advancement Via Individual Determination (AVID) credited school. The AVID course offers instruction that prepares students for college. The program offers tutoring to the students and helps with personal skills such as organization.

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

Varsity Lakes Middle School works to integrate career and technical education within academic courses offered to all students including the sixth grade Leadership Course, the sixth and seventh grade personal development and career planning course, and the multi-grade business leadership course. In addition, VLMS offers career planning with US History so that all students have additional opportunities to plan for their next steps in education.

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.

Varsity Lakes Middle School works to ensure that all students are ready for their next steps in education. Regular data analysis and intervention are used to monitor academic progress based on need, clubs and organizations work to connect students with mentors and role models for their social and emotional development, and career and college readiness is embedded into the VLMS curriculum.

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.** 4% increase in the proficiency of students on the math FSA by the end of the 2016-2017 school year
- G2.** Varsity Lakes Middle School will receive 100% completion of the "o" deficiencies on the SREF inspection by June 2017
- G3.** Increase student proficiency on the ELA FSA by 4%

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. 4% increase in the proficiency of students on the math FSA by the end of the 2016-2017 school year

1a

 G086897

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	4.0

Targeted Barriers to Achieving the Goal 3

- Large increase in school size has resulted in the hiring of multiple new teachers.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional development, tenmarks instructional program and teacher leaders.

Plan to Monitor Progress Toward G1. 8

STAR results

Person Responsible

Daman Essert

Schedule

Quarterly, from 9/14/2016 to 5/24/2017

Evidence of Completion

STAR results will be used to monitor progress towards student proficiency.

G2. Varsity Lakes Middle School will receive 100% completion of the "o" deficiencies on the SREF inspection by June 2017 1a

G086898

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Targeted Barriers to Achieving the Goal 3

- New teachers to Varsity Lakes Middle School and the School district of Lee county are not fully aware of all SREF requirements

Resources Available to Help Reduce or Eliminate the Barriers 2

•

Plan to Monitor Progress Toward G2. 8

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Progress Toward G2. 8

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Progress Toward G2. 8

SREF initial report

Person Responsible

Jason Plucker

Schedule

Annually, from 12/21/2016 to 2/15/2017

Evidence of Completion

SREF initial visit report

Plan to Monitor Progress Toward G2. 8

SREF initial report

Person Responsible

Jason Plucker

Schedule

Annually, from 12/21/2016 to 2/15/2017

Evidence of Completion

SREF initial visit report

G3. Increase student proficiency on the ELA FSA by 4% 1a

G086899

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	4.0

Targeted Barriers to Achieving the Goal 3

- Varsity Lakes Middle School has grown dramatically since the 2015-2016 school year. This has resulted in the hiring of multiple new staff members that must be trained and ingrain in the Varsity Way

Resources Available to Help Reduce or Eliminate the Barriers 2

- Two full time TIF teachers and half time reading coach are the major resources. In addition over 20 staff members attend AVID summer institute.

Plan to Monitor Progress Toward G3. 8

Administrative walk through data on strategy implementation.

Person Responsible

Daman Essert

Schedule

Semiannually, from 7/27/2015 to 5/30/2016

Evidence of Completion

District walk through application

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. 4% increase in the proficiency of students on the math FSA by the end of the 2016-2017 school year **1**

 G086897

G1.B1 Large increase in school size has resulted in the hiring of multiple new teachers. **2**

 B230983

G1.B1.S1 Provided targeted instructional support through the PLC process **4**

 S243711

Strategy Rationale

Teachers when working together in a effective PLC can have dramatic instructional gains.

Action Step 1 **5**

Teacher will conduct quarterly walk throughs in each other classrooms and debrief during PLC time

Person Responsible

Daman Essert

Schedule

Weekly, from 9/7/2016 to 5/24/2017

Evidence of Completion

PLC agendas and classroom walk through schedules.

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

Common tenmarks test

Person Responsible

Daman Essert

Schedule

Weekly, from 9/7/2016 to 5/24/2017

Evidence of Completion

Teacher will create common tenmarks test that will measure their performance and collaboration as part of the PLC process.

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

PLC process will align instruction and assessment amongst new and experienced teachers.

Person Responsible

Daman Essert

Schedule

Weekly, from 9/7/2016 to 5/24/2017


Evidence of Completion

PLC agendas and weekly meetings with PLC leader

G2. Varsity Lakes Middle School will receive 100% completion of the "o" deficiencies on the SREF inspection by June 2017 **1**

 G086898

G2.B1 New teachers to Varsity Lakes Middle School and the School district of Lee county are not fully aware of all SREF requirements **2**

 B230984

G2.B1.S1 Consistent SREF training has been part of the school year. Jason Plucker the assistant principal for administration and the Building supervisor will complete classroom visits on a regular basis to ensure SREF is being followed **4**

 S243712

Strategy Rationale

Student safety is a highest priority.

Action Step 1 **5**

Classroom walk throughs for SREF checks

Person Responsible

Jason Plucker

Schedule

Monthly, from 8/29/2016 to 5/22/2017

Evidence of Completion

Classroom walk throughs and staff emails.

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

Staff members will be emailed with SREF concerns and give the opportunity to correct them.

Person Responsible

Jason Plucker

Schedule

Monthly, from 8/22/2016 to 5/29/2017

Evidence of Completion

Emails from administration

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

Will be considered effective if the school has no violations during their SREF inspection

Person Responsible

Jason Plucker

Schedule

Annually, from 8/22/2016 to 5/29/2017

Evidence of Completion

SREF report

G3. Increase student proficiency on the ELA FSA by 4% 1

 G086899

G3.B1 Varsity Lakes Middle School has grown dramatically since the 2015-2016 school year. This has resulted in the hiring of multiple new staff members that must be trained and ingrain in the Varsity Way 2

 B230985

G3.B1.S1 Bi-monthly whole professional development will be conducted to ensure all staff have required skills. In addition rotating classroom walk throughs and monthly voluntary professional development will be conducted. 4

 S243713

Strategy Rationale

This allows all new staff to acquire the needed skills to be successful instructors.

Action Step 1 5

Professional development oppurtunity

Person Responsible

Jason Plucker

Schedule

Monthly, from 8/29/2016 to 5/1/2017

Evidence of Completion

Sign in logs for all professional development.

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

Monthly professional development

Person Responsible

Daman Essert

Schedule

Monthly, from 9/5/2016 to 5/1/2017

Evidence of Completion

After each professional development staff are required to invite an administrator into their classroom to observe the new strategy that was taught as part of the professional development.

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

Six teacher have been selected to be trained as Kagan coach to assist in the professional growth of all staff.

Person Responsible

Jason Plucker

Schedule

Every 6 Weeks, from 8/29/2016 to 5/22/2017

Evidence of Completion

Staff will become certified Kagan coaches and meet bi-monthly to develop trainings.

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.MA1 M326945	[no content entered]		No Start Date		No End Date one-time
G2.MA1 M326946	[no content entered]		No Start Date		No End Date one-time
G3.MA1 M326951	Administrative walk through data on strategy implementation.	Essert, Daman	7/27/2015	District walk through application	5/30/2016 semiannually
G2.MA1 M326947	SREF initial report	Plucker, Jason	12/21/2016	SREF initial visit report	2/15/2017 annually
G2.MA1 M326948	SREF initial report	Plucker, Jason	12/21/2016	SREF initial visit report	2/15/2017 annually
G3.B1.S1.MA1 M326950	Monthly professional development	Essert, Daman	9/5/2016	After each professional development staff are required to invite an administrator into their classroom to observe the new strategy that was taught as part of the professional development.	5/1/2017 monthly
G3.B1.S1.A1 A315306	Professional development oppurtunity	Plucker, Jason	8/29/2016	Sign in logs for all professional development.	5/1/2017 monthly
G2.B1.S1.A1 A315305	Classroom walk throughs for SREF checks	Plucker, Jason	8/29/2016	Classroom walk throughs and staff emails.	5/22/2017 monthly
G3.B1.S1.MA1 M326949	Six teacher have been selected to be trained as Kagan coach to assist in the professional growth of...	Plucker, Jason	8/29/2016	Staff will become certified Kagan coaches and meet bi-monthly to develop trainings.	5/22/2017 every-6-weeks
G1.MA1 M326942	STAR results	Essert, Daman	9/14/2016	STAR results will be used to monitor progress towards student proficiency.	5/24/2017 quarterly
G1.B1.S1.MA1 M326940	PLC process will align instruction and assessment amongst new and experienced teachers.	Essert, Daman	9/7/2016	PLC agendas and weekly meetings with PLC leader	5/24/2017 weekly
G1.B1.S1.MA1 M326941	Common tenmarks test	Essert, Daman	9/7/2016	Teacher will create common tenmarks test that will measure their performance and collaboration as part of the PLC process.	5/24/2017 weekly
G1.B1.S1.A1 A315304	Teacher will conduct quarterly walk throughs in each other classrooms and debrief during PLC time	Essert, Daman	9/7/2016	PLC agendas and classroom walk through schedules.	5/24/2017 weekly
G2.B1.S1.MA1 M326943	Will be considered effective if the school has no violations during their SREF inspection	Plucker, Jason	8/22/2016	SREF report	5/29/2017 annually
G2.B1.S1.MA1 M326944	Staff members will be emailed with SREF concerns and give the opportunity to correct them.	Plucker, Jason	8/22/2016	Emails from administration	5/29/2017 monthly

V. Professional Development Opportunities

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

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	Teacher will conduct quarterly walk throughs in each other classrooms and debrief during PLC time	\$0.00
2	G2.B1.S1.A1	Classroom walk throughs for SREF checks	\$0.00
3	G3.B1.S1.A1	Professional development opportunity	\$0.00
Total:			\$0.00