



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Lehigh Acres Middle School**

104 ARTHUR AVE

Lehigh Acres, FL 33936

239-369-6108

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

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## School Demographics

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**School Type**  
Middle School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
90%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
81%

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## School Grades History

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**2013-14**  
C

**2012-13**  
C

**2011-12**  
C

**2010-11**  
B

**2009-10**  
C

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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Lehigh Acres Middle School

##### Principal

Joe Pitura

##### School Advisory Council chair

Crisalida Carver

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Joseph Pitura	Principal
Donna Schroll	Assistant Principal Curriculum
Forrest Walker Jr.	Assistant Principal
Chevoneese Anderson Thomas	Assistant Principal
Monica Gregory	Teacher Leader
Chris Grau	Teacher Leader
Lindsay Berger	Teacher Leader
Austin Hardy	Math Coach
Heather Ades	Reading Coach
Terrie Kielborn	Science Coach

#### District-Level Information

##### District

Lee

##### Superintendent

Dr. Nancy J Graham

##### Date of school board approval of SIP

10/22/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The majority of the SAC members are not employed by the Lee County School Board. The SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students, parents, and business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

SAC Chair (parent) Crisalida Carver, Secretary (teacher) Carol Anderson, DAC Chair (parent) John Gittings, Business Partner Holly Messinger

**Involvement of the SAC in the development of the SIP**

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.

**Activities of the SAC for the upcoming school year**

SAC will assist in the preparation and evaluation of the SIP and will give advice concerning the annual school budget. To be determined at our meeting 9/3/13.

**Projected use of school improvement funds, including the amount allocated to each project**

PI funds will be used to increase the inventory of our school library.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

4

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**





**Donna Schroll**

Asst Principal

Years as Administrator: 10

Years at Current School: 4

**Credentials**

Doctorate in Organizational Leadership  
 Certification Areas: Elementary Ed (K-6)  
 Biology (6-12)  
 Ed Leadership (All)  
 School Principal (All)

**Performance Record**

2012 - 2013  
 Grade: C  
 FCAT Proficiency:  
 Reading - 46%  
 Writing - 54%  
 Math - 47%  
 Algebra - 76%  
 Science - 30%

2011 - 2012  
 Grade: C  
 FCAT Proficiency:  
 Reading - 46%  
 Writing - 84%  
 Math - 46%  
 Algebra - 90%  
 Science - 33%

FAA Proficiency:  
 Reading - 85%  
 Math - 85%  
 Science - 85%

2011 - 2012  
 Grade: B AYP: 74%  
 Writing: Proficiency met in all sun-groups: -  
 Total, White, Black, Hispanic, Economically Disadvantaged  
 Reading: Total proficiency was not met in any sub-group  
 Math: Total proficiency was met in the Black, Economically Disadvantaged sub-groups

**Chevoneese Anderson Thomas**

Asst Principal

Years as Administrator: 0

Years at Current School: 0

**Credentials**

Doctorate in Organizational Leadership  
 Certification Areas: ESE/EH (K-12)  
 Ed Leadership (All)

**Performance Record**

2012 - 2013  
 Grade: C  
 FCAT Proficiency:  
 Reading - 46%  
 Writing - 54%  
 Math - 47%  
 Algebra - 76%  
 Science - 30%  
 2011 - 2012  
 Grade: C  
 FCAT Proficiency:  
 Reading - 46%  
 Writing - 84%  
 Math - 46%  
 Algebra - 90%  
 Science - 33%  
 FAA Proficiency:  
 Reading - 85%  
 Math - 85%  
 Science - 85%  
 2011 - 2012  
 Grade: B AYP: 74%  
 Writing: Proficiency met in all sun-groups: -  
 Total, White, Black, Hispanic, Economically Disadvantaged  
 Reading: Total proficiency was not met in any sub-group  
 Math: Total proficiency was met in the Black, Economically  
 Disadvantaged sub-groups

**Forrest Walker Jr.**

Asst Principal

Years as Administrator: 5

Years at Current School: 5

**Credentials**

Masters in Ed Leadership  
 Certification Areas: Business Ed (6-12)  
 Math (5-9)  
 Ed Leadership (All)

**Performance Record**

2012 - 2013  
 Grade: C  
 FCAT Proficiency:  
 Reading - 46%  
 Writing - 54%  
 Math - 47%  
 Algebra - 76%  
 Science - 30%  
 2011 - 2012  
 Grade: C  
 FCAT Proficiency:  
 Reading - 46%  
 Writing - 84%  
 Math - 46%  
 Algebra - 90%  
 Science - 33%  
 FAA Proficiency:  
 Reading - 85%  
 Math - 85%  
 Science - 85%  
 2011 - 2012  
 Grade: B AYP: 74%  
 Writing: Proficiency met in all sun-groups: -  
 Total, White, Black, Hispanic, Economically Disadvantaged  
 Reading: Total proficiency was not met in any sub-group  
 Math: Total proficiency was met in the Black, Economically Disadvantaged sub-groups

**Instructional Coaches**

**# of instructional coaches**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

<b>Austin Hardy</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 5
<b>Areas</b>	Mathematics	
<b>Credentials</b>	BS Middle Grades Mathematics Education Certification Areas: Math (5-9)	
<b>Performance Record</b>	This is Mr. Hardy's first year year as a Middle School Math Coach and fifth year at LAMS. His certification is grades 5 through 9.	

<b>Terrie Kielborn</b>		
Part-time / School-based	Years as Coach: 1	Years at Current School: 3
<b>Areas</b>	Science	
<b>Credentials</b>	BA Elementary Ed, PHD Science Ed Certification Areas: Middle Grades Science (5-9)	
<b>Performance Record</b>	This is Dr. Kielborn's first year year as a Middle School Science Coach and fifth year at LAMS. Her certification is grades 5 through 9. Dr. Kielborn works on the DOE CPALMS website.	

<b>Heather Ades</b>		
Full-time / District-based	Years as Coach: 1	Years at Current School: 1
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	BA English Literature Language Arts certification, 6-12	
<b>Performance Record</b>	This is Mrs. Ade's first year year as a Middle School Reading Coach and first year at LAMS.	

**Classroom Teachers**

<b># of classroom teachers</b>	72
<b># receiving effective rating or higher</b>	72, 100%
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	72, 100%
<b># ESOL endorsed</b>	70, 97%

**# reading endorsed**

17, 24%

**# with advanced degrees**

27, 38%

**# National Board Certified**

2, 3%

**# first-year teachers**

8, 11%

**# with 1-5 years of experience**

21, 29%

**# with 6-14 years of experience**

25, 35%

**# with 15 or more years of experience**

18, 25%

**Education Paraprofessionals**

**# of paraprofessionals**

6

**# Highly Qualified**

6, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

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 and Principal's Secretary

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the 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 through the TIF Grant. Their responsibility is to provide additional support/coaching to new teachers

### Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rti)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The MTSS Problem-Solving team at Lehigh Acres Middle School meets on an as-need 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.

#### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

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 anecdotes) 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 (Austin Hardy - Math, Heather Ades - Reading, and Terrie Kielborn - Science)

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes & anecdotes of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

Assistant Principals (Dr. Chevoneese Anderson Thomas, Forrest Walker, behavior; Donna Schroll, 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

School Counselors (E. Cherbini; C. Hampton)

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

School Psychologist (Mary Wiggins-Strada)

- 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 (LaTonya Giles, Staffing Specialist; Gary Falkenberg, Resource Teachers: Sandra Nichols, Joan Francis, Alphonso Jenkins, Connie Cordero, Brenda Kuhn)

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

Behavior Specialist (Kimberly Clement)

- Consult with MTSS Team
- Provide staff trainings

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

**Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The Lee County School District has developed a comprehensive training plan for faculty and staff. School based MTSS contacts and administrators have been identified and are provided on-going staff development training regarding the MTSS problemsolving process throughout the school year in the areas of problem identification, instructional best practices, curriculum supports, data analysis, implementation of supplemental and intensive interventions, and behavior management techniques. Additionally, district personnel provide coaching and modeling to assist schools with strategies that are

designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Lehigh Acres Middle School utilizes the district adopted data management system, Performance Matters.

This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed, drilled-down analysis of district, school, classroom, and teacher, student levels of data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The Lee County School District has hired District level support personnel to sustain the implementation of the MTSS problem solving process for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports. These personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, curriculum resources, behavior management techniques, research based practices, and problem-solving processes to support the academic and behavioral needs of students within a multi-tiered student support system. The Lee County School District has hired District level support personnel to sustain the implementation of the MTSS problem solving process for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports. These personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, curriculum resources, behavior management techniques, research based practices, and problem-solving processes to support the academic and behavioral needs of students within a multi-tiered student support system.

### Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**



**Strategy:** Before or After School Program**Minutes added to school year:** 10,800

We offer tutoring in core subjects before school four days a week and after school two days a week. Strategies utilized in tutoring include Writing, Inquiry, Collaboration, Organization, Reading, (WICOR), homework assistance, and assistance with Cornell Notes.

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 every Wednesday morning for one hour. We meet as a department and grade level teams which 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 Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

**How is data collected and analyzed to determine the effectiveness of this 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.

**Who is responsible for monitoring implementation of this strategy?**

The tutors assigned to the before and after school program are responsible for implementing the strategies while administration is responsible for monitoring the program.

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Joe Pitura	Principal
Chevoneese Anderson Thomas	AP
Donna Schroll	AP
Heather Ades	Reading Coach
Austin Hardy	Math Coach
Terrie Kielborn	Science Coach
Lindsay Berger	T-L
Chris Grau	T-L
Monica Gregory	T-L

Name	Title
Forrest Walker	AP
Fallyn Guardado	Reading Chair
Mike Kelly	Math Chair
Carol Anderson	Science Chair
Miguel Teixeira	Social Studies Chair
Sarah Phillips	Lang Arts Chair
Patricia Golden	Electives Chair

### How the school-based LLT functions

Embedding reading strategies across the curriculum; review of student reading data and teachers and student progress monitoring of student data; assisting in formulating plans to improve reading instruction in the classroom; support to the PLC process; support the continued use of AR to encourage student reading; support the continued use of Teen Biz as a progress monitoring tool.

### Major initiatives of the LLT

There is one major initiative and that is to provide support and training to help teachers provide efficient methods and research-based strategies to help students achieve high learning gains..

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

Reading and writing development are integrated. Every teacher contributes to the development of both reading and writing across the curriculum. The district is providing train-the-trainer opportunities to teachers within each school so that these teachers can develop and train staff in three components of the District reading achievement plan and four components of the District writing plan.

Additionally, CIS model lessons, questioning at high complexity levels, Close Reading strategies, vocabulary development, Accelerated Reader, and Achieve 3000 (Teen Biz) are strategies adopted by the teachers.

Additional voluntary trainings are available.

## Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Not applicable

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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.

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

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.

**Strategies for improving student readiness for the public postsecondary level**

N/A

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	56%	46%	No	60%
American Indian				
Asian				
Black/African American	50%	35%	No	55%
Hispanic	55%	48%	No	60%
White	62%	54%	No	66%
English language learners	34%	20%	No	41%
Students with disabilities	38%	32%	No	45%
Economically disadvantaged	54%	44%	No	59%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	282	27%	30%
Students scoring at or above Achievement Level 4	175	17%	27%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	560	59%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	130	60%	70%

#### Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	30	48%	59%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	15	24%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	11	18%	30%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	200	54%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	47%	No	63%
American Indian				
Asian				
Black/African American	48%	35%	No	54%
Hispanic	58%	46%	No	63%
White	64%	60%	No	68%
English language learners	42%	21%	No	48%
Students with disabilities	38%	31%	No	44%
Economically disadvantaged	57%	45%	No	61%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	256	25%	38%
Students scoring at or above Achievement Level 4	185	18%	26%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	624	60%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	119	54%	70%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	135	76%	95%
Middle school performance on high school EOC and industry certifications	99	76%	82%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	76	59%	63%
Students scoring at or above Achievement Level 4	23	17%	20%

**Area 4: Science****Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	72	18%	23%
Students scoring at or above Achievement Level 4	48	12%	17%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	17		20
Participation in STEM-related experiences provided for students	1010	62%	68%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	296	27%	56%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

**Area 8: Early Warning Systems****Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	83	8%	5%
Students who fail a mathematics course	61	6%	4%
Students who fail an English Language Arts course	59	6%	4%
Students who fail two or more courses in any subject	56	5%	3%
Students who receive two or more behavior referrals	250	24%	20%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	224	22%	18%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

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.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
In 2013-14, we will increase parent attendance in PI academic-related activities.	684	60%	70%

**Area 10: Additional Targets****Additional targets for the school**

Students model bullying experiences learned through homelife and social interactions. Our target is to provide education to help students and parents understand the underlying reasons/causes for bullying and victims and provide means to proactively address these situations.

School counselors will receive specific training and will provide education and counseling to families. The school resource officer and the Assistant Principal for Discipline will fully participate.

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
To maintain actual cases at a 0 count in accordance with our zero-tolerance policy.	0	0%	0%



## Goals Summary

- G1.** Increase student achievement gains schoolwide by focusing on teaching and learning.

## Goals Detail

### G1. Increase student achievement gains schoolwide by focusing on teaching and learning.

#### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Algebra 1 EOC
- Social Studies
- Civics EOC
- Science - Middle School
- STEM - All Levels
- CTE
- Parental Involvement
- EWS - Middle School

#### Resources Available to Support the Goal

- District and school based trainers for Teacher trainings: Understanding Common Core/PARCC, Differentiation, Technology for enhancement of Teaching
- In-school Math coach, Science coach, Reading coach and Teacher Leaders
- Software programs available for academic development: FCAT Explorer, Teen Biz, AR  
Commonly used instructional strategies: Close Read and CIS (including vocabulary through morphology), AVID (WICOR)
- Finance from Title 1 & 11
- Behavioral development program: Positive Behavior Support

#### Targeted Barriers to Achieving the Goal

- Time required for trainings/planning
- Teachers range from 0 to 39 years experience and pose different challenges for trainings, adoption/implementation of programs and strategies

## Plan to Monitor Progress Toward the Goal

Interims, Report Cards, Common Course Exams, Teen Biz (Achieve 3000), Accelerated Reader, Performance Matters, Fantasy League, FCAT Olympics

### **Person or Persons Responsible**

Administration, Teacher Leaders, Coaches, Teachers, Students

### **Target Dates or Schedule:**

Interims (3 weeks), quarterly (report cards), semester (common course exams)

### **Evidence of Completion:**

Reports from: Interims, Report Cards, Common Course Exams, Teen Biz (Achieve 3000), Accelerated Reader, Performance Matters, Fantasy League, FCAT Olympics

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase student achievement gains schoolwide by focusing on teaching and learning.

**G1.B1** Time required for trainings/planning

**G1.B1.S1** Trainings: All teacher trainings will be offered at school by school and/or district personnel. Shorter trainings will be scheduled for the hour prior to student arrival while longer sessions will be scheduled during the school day with substitute coverage provided. Collaborative planning sessions are scheduled for the hour before school starts.

#### **Action Step 1**

Trainings: Understanding Common Core/PARCC, Writing and Reading across the curriculum (including vocabulary and Close Reading), question/activity development at a higher cognitive complexity (Critical Thinking, DBQs), Six degrees of differentiation (including rotations in reading and math), Technology to include Performance Matters for data collection, Data analysis.

#### **Person or Persons Responsible**

all faculty

#### **Target Dates or Schedule**

Quarters 1, 2, 3

#### **Evidence of Completion**

sign in sheets, and then evidence in: lesson plans, walkthroughs, PLCs conversations, student Progress Monitoring

#### **Facilitator:**

school- and district-based

#### **Participants:**

all classroom teachers

### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

Lesson plans, walkthroughs, PLCs conversations, student Progress Monitoring

#### **Person or Persons Responsible**

administration, coaches, teacher-leaders

#### **Target Dates or Schedule**

continuous and on-going

#### **Evidence of Completion**

walkthroughs, and formative/summative observations, peer observations with follow-up discussions and reports

### **Plan to Monitor Effectiveness of G1.B1.S1**

adoption and implementation of trainings/collaborative planning

#### **Person or Persons Responsible**

administration, coaches, teacher-leaders

#### **Target Dates or Schedule**

continuous and on-going

#### **Evidence of Completion**

walkthroughs, data analysis/chats, formative/summative observations

**G1.B2 Teachers range from 0 to 39 years experience and pose different challenges for trainings, adoption/ implementation of programs and strategies**

**G1.B2.S1 Partnering coaches and teacher-leaders with departments and address concerns through PLCs and monitoring planning and implementation.**

**Action Step 1**

Trainings: All teacher trainings will be offered at school by school expert personnel with the support and guidance of District Staff Development personnel. Shorter trainings will be scheduled for the hour prior to student arrival while longer sessions will be scheduled during the school day with substitute coverage provided. Collaborative planning sessions are scheduled for the hour before school starts. Budget for this section is included in the budget for #1.

**Person or Persons Responsible**

all faculty

**Target Dates or Schedule**

quarters 1, 2, 3

**Evidence of Completion**

sign in sheets, and then evidence in: lesson plans, walkthroughs, PLCs conversations, student Progress Monitoring

**Facilitator:**

school- and district-based personnel

**Participants:**

classroom teachers

**Plan to Monitor Fidelity of Implementation of G1.B2.S1**

Lesson plans, walkthroughs, PLCs conversations, student Progress Monitoring

**Person or Persons Responsible**

administration, coaches and teacher-leaders

**Target Dates or Schedule**

continuous and on-going

**Evidence of Completion**

Walkthroughs, and formative/summative observations, peer observations with follow-up discussion

## Plan to Monitor Effectiveness of G1.B2.S1

adoption and implementation of trainings/collaborative planning

### **Person or Persons Responsible**

administration, coaches, and teacher-leaders

### **Target Dates or Schedule**

continuous and on-going

### **Evidence of Completion**

Walkthroughs, data analysis/chats, and formative/summative observations

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

#### 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.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

### G1. Increase student achievement gains schoolwide by focusing on teaching and learning.

#### G1.B1 Time required for trainings/planning

**G1.B1.S1** Trainings: All teacher trainings will be offered at school by school and/or district personnel. Shorter trainings will be scheduled for the hour prior to student arrival while longer sessions will be scheduled during the school day with substitute coverage provided. Collaborative planning sessions are scheduled for the hour before school starts.

#### PD Opportunity 1

Trainings: Understanding Common Core/PARCC, Writing and Reading across the curriculum (including vocabulary and Close Reading), question/activity development at a higher cognitive complexity (Critical Thinking, DBQs), Six degrees of differentiation (including rotations in reading and math), Technology to include Performance Matters for data collection, Data analysis.

#### Facilitator

school- and district-based

#### Participants

all classroom teachers

#### Target Dates or Schedule

Quarters 1, 2, 3

#### Evidence of Completion

sign in sheets, and then evidence in: lesson plans, walkthroughs, PLCs conversations, student Progress Monitoring

**G1.B2** Teachers range from 0 to 39 years experience and pose different challenges for trainings, adoption/ implementation of programs and strategies

**G1.B2.S1** Partnering coaches and teacher-leaders with departments and address concerns through PLCs and monitoring planning and implementation.

### **PD Opportunity 1**

Trainings: All teacher trainings will be offered at school by school expert personnel with the support and guidance of District Staff Development personnel. Shorter trainings will be scheduled for the hour prior to student arrival while longer sessions will be scheduled during the school day with substitute coverage provided. Collaborative planning sessions are scheduled for the hour before school starts. Budget for this section is included in the budget for #1.

#### **Facilitator**

school- and district-based personnel

#### **Participants**

classroom teachers

#### **Target Dates or Schedule**

quarters 1, 2, 3

#### **Evidence of Completion**

sign in sheets, and then evidence in: lesson plans, walkthroughs, PLCs conversations, student Progress Monitoring

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Increase student achievement gains schoolwide by focusing on teaching and learning.	\$40,000
	Total	\$40,000

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Titles I and II	\$40,000	\$40,000
same as above	\$0	\$0
Total	\$40,000	\$40,000

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

#### G1. Increase student achievement gains schoolwide by focusing on teaching and learning.

##### G1.B1 Time required for trainings/planning

**G1.B1.S1** Trainings: All teacher trainings will be offered at school by school and/or district personnel. Shorter trainings will be scheduled for the hour prior to student arrival while longer sessions will be scheduled during the school day with substitute coverage provided. Collaborative planning sessions are scheduled for the hour before school starts.

#### Action Step 1

Trainings: Understanding Common Core/PARCC, Writing and Reading across the curriculum (including vocabulary and Close Reading), question/activity development at a higher cognitive complexity (Critical Thinking, DBQs), Six degrees of differentiation (including rotations in reading and math), Technology to include Performance Matters for data collection, Data analysis.

#### Resource Type

Professional Development

#### Resource

school- district-based trainers, funding to pay substitutes, miscellaneous (paper, etc)

#### Funding Source

Titles I and II

#### Amount Needed

\$40,000

**G1.B2** Teachers range from 0 to 39 years experience and pose different challenges for trainings, adoption/implementation of programs and strategies

**G1.B2.S1** Partnering coaches and teacher-leaders with departments and address concerns through PLCs and monitoring planning and implementation.

**Action Step 1**

Trainings: All teacher trainings will be offered at school by school expert personnel with the support and guidance of District Staff Development personnel. Shorter trainings will be scheduled for the hour prior to student arrival while longer sessions will be scheduled during the school day with substitute coverage provided. Collaborative planning sessions are scheduled for the hour before school starts. Budget for this section is included in the budget for #1.

**Resource Type**

Professional Development

**Resource**

same resources/trainings as in #1

**Funding Source**

same as above

**Amount Needed**

\$0