2013-2014 SCHOOL IMPROVEMENT PLAN

North Fort Myers Academy For The Arts

1856 ARTS WAY
North Fort Myers, FL 33917
239-997-2131
http://nfa.leeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Combination School	No	72%

Alternative/ESE Center	Charter School	Minority Rate
No	No	40%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	A	A

SIP Authority and Template

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

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 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

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

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

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

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
North Fort Myers Academy For The Arts

Principal
Douglas Santini

School Advisory Council chair
Sarah Dalita

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

Name	Title
Tonya Edison	Vice SAC Chair
Jennifer McIlwain	Secretary
Jill Moreland	Involvement Representative

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 school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.
Sarah Dalita - SAC Chair
Tonya Edison - Vice SAC Chair
Jennifer McIlwain - SAC Secretary
Jill Moreland - Involvement Representative

Involvement of the SAC in the development of the SIP

At the SAC meetings school and district data is presented and discussed. SAC is given the opportunity to analyze data and assess areas that need improvement. There is a question and answer portion, and drafted goals are presented. The SAC then discusses and offers opinions as to how accomplish goals. The SIP is then adjusted as changes are recommended. A vote is taken to approve the SIP.

Activities of the SAC for the upcoming school year

The areas of focus for the SAC this year will be how to spend Title 1 funds, School Improvement funds, A+ funds, School Improvement plan, and parent involvement.

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

Title 1 $395,933- projected to be used for additional faculty, staff, supplies, computer programs, supplies
A+ - $2500 -projected to be used for classroom grants
Title II - $5,000 - projected use is for staff development, conferences
SAI Funds- $213,353 - projected use is 3.5 Instructional Positions, .7 paraprofessional position, Tutoring, supplies

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:

Douglas Santini		
Principal	Years as Administrator: 36	Years at Current School: 11

Credentials	BS Education- USF; MA Administration and Curriculum-USF; EdS Curriculum and Instruction-EdD Leadership–Nova University Certification: School Principal; Educational Leadership; Social Studies; Elementary Ed.
Performance Record	Principal of North Fort Myers Academy for the Arts since 2003-2004 School Grade History: 2011-2012 Grade A 2010-2011 Grade A 2009-2010 Grade A 2008-2009 Grade A 2007-2008 Grade A 2006-2007 Grade B 2005-2006 Grade C

Dr. Thomas Millins		
Asst Principal	Years as Administrator: 10	Years at Current School: 2

Credentials	BS Criminal Justice - USF MA Educational Leadership -Nova Southeastern University; Doctorate Degree in Organizational leadership w/Minor in School Business Leadership, Nova Southeastern University Certification: School Principal; Educational Leadership;Social Studies 5-9
Performance Record	Assistant Principal: 2010-2011 School Grade: A Assistant Principal: 2009-2010 Grade: A Assistant Principal: 2008-2009 Grade: A Assistant Principal: 2007-2008 Grade: A

Lorie A. Carlsen		
Asst Principal	Years as Administrator: 8	Years at Current School: 5

Credentials	Leadership – Argosy University Certification: Educational Leadership; Elementary Ed; ESOL
Performance Record	Assistant Principal at North Fort Myers Academy for the Arts since 2009-2010 2011-2012 Grade A 2010-2011 Grade A 2009-2010 Grade A

Emma Winfield		
Asst Principal	Years as Administrator: 2	Years at Current School: 2

Credentials	BS - Elementary ED - USF MA - FGCU Certification: Educational Leadership; Reading K-12; Elementary Ed
Performance Record	Assistant Principal at North Fort Myers Academy for the Arts 2012-2013 Grade A

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Reading Coach Peggy Binoniemi		
Part-time / School-based	Years as Coach: 5	Years at Current School: 2

Areas	Reading/Literacy
Credentials	BS Education Certification: Home & Family Living; Reading Endorsement
Performance Record	2012-2013 NFMAA Grade A

Classroom Teachers

# of classroom teachers
68

 # receiving effective rating or higher
68, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
67, 99%

 # ESOL endorsed
40, 59%

 # reading endorsed
5, 7%

 # with advanced degrees
21, 31%

 # National Board Certified
0, 0%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
10, 15%

 # with 6-14 years of experience
29, 43%

 # with 15 or more years of experience
29, 43%

Education Paraprofessionals

# of paraprofessionals
13

 # Highly Qualified
13, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

4

 # 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

Administration attended Spring Recruitment Fairs at FGCU and Edison College. All new faculty members are Highly Qualified.

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

When new teachers are hired at NFMAA they are assigned a mentor to help guide the first year teacher in their first year. This includes, but is not limited to: curriculum, district & school procedures, lesson planning, and classroom management. Mentors will make time in his/her schedule to observe mentee, provide feedback, coaching, and assist with planning. New teachers also participate in Staff Development through the APPLES program. Teachers are encouraged to attend Professional Development to become mentors when training is offered in the District.

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 NFMAA meets on a weekly, monthly, as needed basis to analyze school and/or student progress data in order to identify students in need of further 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. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.

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

The roles of each member are as follows:
Classroom Teacher
• Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotals) 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
Reading or Math Coach/Specialist
• Attend MTSS Team meetings
• Train teachers in interventions, progress monitoring, differentiated instruction
• Implement supplemental and intensive interventions
• Keep progress monitoring notes & anecdotals of interventions implemented
• Administer screenings
• Collect school-wide data for team to use in determining at-risk students
Speech-Language Pathologist
• 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
Principal/Assistant Principal
• 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
Guidance Counselor/Curriculum Specialist
• Often 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
• 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/Staffing Specialist
• Consult with MTSS Team regarding intensive interventions
• Incorporate MTSS data when making eligibility decisions
Specialist (Behavior, OT, PT, ASD)
• Consult with MTSS Team
• Provide staff trainings
Social Worker
• Attend MTSS Team meetings when requested
• Conduct social-developmental history interviews and share with MTSS Team
ESOL/ELL Representative
• 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 problem-solving 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

NFMAA 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 analysis of district, school, classroom, and student level 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.

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: 2,730

After school tutoring is provided across multiple grade levels in reading, math, and science for targeted students who are below a level 3 on FCAT (which is considered grade level). Students are tutored in areas based in individual need.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected by weekly lesson plans and reports, analyzed using STAR, Early Literacy,Teen Biz, FCAT Scores, and district assessments. Students are monitored to assess progress.

Who is responsible for monitoring implementation of this strategy?

Highly qualified tutors,Classroom teachers, and the Administrative Team are responsible for the implementation of this strategy.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Yasmin Carley	Kg Chair
Pam Rodell	1st Grade Chair
Denise Fenicle	2nd Grade Chair
Stacy Taylor	3rd Grade Chair
Jackie Howell	4th Grade Chair
Tese Willis	5th Grade Chair
Margaret Bregenzer	Reading Dept Chair
Holly Rose	LA Dept Head
Tiffany Jamison	Science Dept Head
Geraldine Smith	Math Dept Head
Peter Froehlich	SS Dept Head
Alyson Robben	Arts PLC Facilitator
Theresa West-Taylo	Arts Dept. Head

How the school-based LLT functions

The Literacy Leadership Team meetings are held once a month to review progress and implement changes as needed. The Principal serves as the instructional leader and primary resource contact person. The Reading Coach is the professional development support and SBRR information source. The remaining members are representatives from each academic and content area and grade levels. These meetings review the data and minutes from the PLC's that are held weekly.

Major initiatives of the LLT

*Encourage and support the reading process across the curriculum.
*Use data to drive instruction
*Use data to differentiate instruction and coincide with PLC's.
*Prepare for Common Core

Every Teacher Contributes to Reading Instruction

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

NFMAA has adopted CRISS and Kagan as school wide common instructional strategies providing common instructional language for all teachers and students from K to Grade 8.
Project CRISS is a three-tiered, inclusive approach to reading and writing instruction. First, it is the philosophy of CRISS that students become responsible and independent learners. The role of the teacher is to guide the students in developing and embracing their educational independence as active learners. Second, CRISS strategies are explicitly taught to teachers and then to students. Strategies will be taught to all grades (K-8) and are expected to become the framework for a common, school wide instructional language and a common set of instructional strategies which the students can use across all disciplines and at every grade level. Third, the CRISS Project encourages reflection/metacognition by both students and teachers. Teachers lead students in a personal reflection to assess their daily learning with respect to recognizing what was learned, what did they miss in the learning, and how will the missed learning be obtained. Teacher reflection follows the same parameters: What did the students learn? What did they collectively and individually not learn? What needs to be retaught? How can the instruction be planned to meet the needs of each student? The NEA recognizes CRISS as an exemplary program for both elementary and secondary schools (2002).

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

At NFMAA, parents are notified prior to the beginning of the school year to invite them for Kindergarten Assessment Testing. At our pre-school Open House, we conduct orientation meetings for kindergarten students and their families to familiarize them with the school and expectations for the coming year. All students are assessed prior to or upon entering within the areas of Basic Skills/School Readiness, Oral Language/Syntax,
Print/Letter Knowledge, and Phonological Awareness/Processing. They are also given a basic math assessment to include, but not limited to testing number recognition, color recognition, oral counting ability, and one to one correlations. Screening data will be collected and aggregated prior to September 10th, 2013. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes and will address social interaction, school/ classroom rules and appropriate social behavior in a variety of environments. Instruction will be reinforced throughout the day through the use of a common
language, re-teaching, and positive reinforcement of pro-social behavior. Screening and assessment tools will be re-administered quarterly for reading and phonological awareness, reading placement assessments are administered and monitored every 3 weeks and per district policy, STAR Early Literacy is administered

quarterly. Data from these assessments is analyzed to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

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

AIM- Arts Integration Grant promotes the use of the the Arts in the Academic classroom across all subject areas. Faculty and staff are trained in arts Integration and this allows students to see how academic is woven into all areas of life. We offer Science Fair and have a variety of career and community speakers interact with our students. The Computer, Art, Music, Dance, Physical Education and the Family and Consumer Arts classes offer career education as part of their curriculum. Real world examples are used in many of the academic classes to bring the importance of the subject matter to the students awareness. Career Education and the high school programs that can lead to career choices are shared with the 8th graders as part of the preparation for transition from 5th grade and to 9th grade.

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

Grades 6-8 offer a variety of courses ranging from multiple levels of academics to electives in the ARTS, Career, and Tech Education. Students are encouraged to order the arts classes that they enjoy or want to pursue each year and every effort is made to honor their choices. All students are scheduled based on progression criteria and state standards. Students and parents are encouraged to consult, individually or in small groups, with the administration and school counselor to select the courses most appropriate for the student's personal goals. Open houses are held at least twice a year to encourage a review of opportunities available to our students. The administration is constantly seeking courses that offer rigor and depth to the knowledge base and to expand the curriculum.

Strategies for improving student readiness for the public postsecondary level

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	75%	70%	No	78%
American Indian				
Asian	92%		No	93%
Black/African American	68%	63%	No	71%
Hispanic	69%	59%	No	72%
White	78%	74%	No	80%
English language learners	57%	30%	No	61%
Students with disabilities	62%	41%	No	66%
Economically disadvantaged	69%	64%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	225	30%	34%
Students scoring at or above Achievement Level 4	302	40%	44%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	495	66%	71%
Students in lowest 25% making learning gains (FCAT 2.0)	145	61%	66%

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)	33	59%	63%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	25	45%	49%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	29	52%	56%

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	153	69%	73%
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	64%	66%	Yes	68%
American Indian				
Asian	78%		No	80%
Black/African American	51%	65%	Yes	56%
Hispanic	60%	60%	Yes	64%
White	67%	68%	Yes	70%
English language learners	39%	48%	Yes	45%
Students with disabilities	51%	46%	No	56%
Economically disadvantaged	58%	62%	Yes	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	228	39%	43%
Students scoring at or above Achievement Level 4	195	26%	30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	502	67%	72%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	145	64%	69%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	60	67%	71%
Students scoring at or above Achievement Level 4	23	25%	29%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	48	46%	50%
Students scoring at or above Achievement Level 4	25	25%	29%

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			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	35	24%	29%
Students scoring at or above Achievement Level 4	49	34%	38%

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 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	48	10%	5%
Students retained, pursuant to s. 1008.25, F.S.	16	3%	1%
Students who are not proficient in reading by third grade	6	6%	3%
Students who receive two or more behavior referrals	20	4%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	5	25%	20%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	44	9%	5%
Students who fail a mathematics course	8	2%	1%
Students who fail an English Language Arts course	5	1%	0%
Students who fail two or more courses in any subject	11	2%	1%
Students who receive two or more behavior referrals	76	16%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	9	11%	8%

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

At NFMAA, we strive to provide parent involvement events that would benefit our students and parents according to areas of need presented in academic data and through parent surveys. These areas most recently have been in Reading, Math, Science, and Arts Integration.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
General Population- Reading, Math, Science Strategies for parents and students	3087	35%	38%
Lowest 25 students in 6th grade based on 5th Grade FCAT Reading Scores (will be 7th grade target this year)	18	72%	75%
28 6th grade students falling just below the level 3 in FCAT Reading (Will be targeted this year- no data from last)		%	80%

Goals Summary

G1. Increase student achievement gains school-wide by focusing on rigorous instruction utilizing Common Core and state standards.

Goals Detail

G1. Increase student achievement gains school-wide by focusing on rigorous instruction utilizing Common Core and state standards.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, Middle School Acceleration)

- Algebra 1 EOC

- Social Studies

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

Resources Available to Support the Goal

- Curriculum for each subject area

- Staff Development

- Professional Learning Communities (PLC)

- Experienced Staff

- Resource / Support Staff

- Volunteer Program

- Parent Involvement

- CRISS trained faculty

- Kagan trained faculty

Targeted Barriers to Achieving the Goal

- Student Absenteeism

- Collection of Data, with little proof of its impact on instruction

- Parents who want to help their students, but lack the academic knowledge of how to help.

Plan to Monitor Progress Toward the Goal

Review attendance data, Collaborative Learning Team data, and Parent Involvement data to ensure the strategies put in place are providing the appropriate data and modify activities as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Progress Monitoring Data, CLT minutes, Parent Surveys, Attendance data

Action Plan for Improvement

Problem Solving Key

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

G1. Increase student achievement gains school-wide by focusing on rigorous instruction utilizing Common Core and state standards.

G1.B1 Student Absenteeism

G1.B1.S1 Monitoring students who missed 10% (18 days) or more of instructional days for the 2012-13 school year to prevent absences 2013-14.

Action Step 1

Determine for each grade level the students who missed 18 or more school days 2012-13 and monitor their attendance for 2013-14 school year. Making parent phone calls when student is absent to prevent more absences.

Person or Persons Responsible

Teachers, Administration, Social Workder

Target Dates or Schedule

weekly

Evidence of Completion

Attendance Reports Communication logs

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

Review daily attendance reports for students who are targeted for attendance issues.

Person or Persons Responsible

Teachers, Administration, Social Worker

Target Dates or Schedule

weekly

Evidence of Completion

Attendance Reports Communication logs

Plan to Monitor Effectiveness of G1.B1.S1

Compare student academic progress with attendance to insure that students attendance is making a difference with achievement.

Person or Persons Responsible

Administration

Target Dates or Schedule

montly

Evidence of Completion

Pinnacle Gradebook Attendance reports Report Cards

G1.B2 Collection of Data, with little proof of its impact on instruction

G1.B2.S1 Utilizing our Collaborative Learning Teams (CLT's) we will develop a monitoring system to insure we are collecting reliable, predictable data.

Action Step 1

Determine what data is needed and how to document that data.

Person or Persons Responsible

Collaborative Learning Teams

Target Dates or Schedule

weekly

Evidence of Completion

Data collection document presented to House Administrator.

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

Insure progress of development of the data collection process for team.

Person or Persons Responsible

CLT Leader

Target Dates or Schedule

CLT meetings (Thursdays)

Evidence of Completion

Data collection document presented to House Administrator.

Plan to Monitor Effectiveness of G1.B2.S1

Monitor development of the data collection process by observation of the CLT meetings.

Person or Persons Responsible

House Administrator

Target Dates or Schedule

Monthly

Evidence of Completion

Data collection document presented to House Administrator.

G1.B2.S2 Utilizing our Collaborative Learning Teams (CLT's) we will analyze data to drive instruction,

Action Step 1

Analyze collected data to drive instruction.

Person or Persons Responsible

Collaborative Learning Teams

Target Dates or Schedule

Weekly

Evidence of Completion

Data analysis presented to House Administrator.

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Insure data is used to modify instruction.

Person or Persons Responsible

CLT Leader

Target Dates or Schedule

CLT meetings (Thursdays)

Evidence of Completion

CLT minutes Lesson Plans (reviewed by House Administrator)

Plan to Monitor Effectiveness of G1.B2.S2

Monitor analysis of data by observation of the CLT meetings.

Person or Persons Responsible

House Administrator

Target Dates or Schedule

weekly

Evidence of Completion

Analysis breakdown by student presented to House Administrator.

G1.B2.S3 Through our Collaborative Learning Teams (CLT's) evidence of student gains will be documented.

Action Step 1

Document that the data collected and instructional modification are making an impact on student progress.

Person or Persons Responsible

Collaborative Learning Teams

Target Dates or Schedule

weekly

Evidence of Completion

Formative assessments Pinnacle Gradebook

Plan to Monitor Fidelity of Implementation of G1.B2.S3

Insure that students are making improvements by the modification of instruction (based on the data collected)

Person or Persons Responsible

CLT Leader

Target Dates or Schedule

CLT meetings (Thursdays)

Evidence of Completion

Formative assessments Summative assessments Pinnacle Gradebook

Plan to Monitor Effectiveness of G1.B2.S3

Insure that students are making improvements by the modification of instruction (based on the data collected)

Person or Persons Responsible

House Administrator

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments Summative assessments Pinnacle Gradebook

G1.B3 Parents who want to help their students, but lack the academic knowledge of how to help.

G1.B3.S1 Through Parent Involvement, we will offer parent training in different academic / arts areas to help parents help their student(s).

Action Step 1

Provide opportunities for parents to learn strategies to work with his/her student. Examples of events are: Writing Night, Science Fair MS Information Night, Critical Math & Reading Applied to Couponing, Reading strategies during Bingo For Books Night, Social Students Night and strategies given at Parent conferences.

Person or Persons Responsible

Parent Involvement Specialist Academic & Arts Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Agenda's Minutes Parent surveys Sign-in Sheets

Facilitator:

Academic & Arts teachers

Participants:

parents

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Working with teachers to provide learning opportunities for parents during academic focused events.

Person or Persons Responsible

Parent Involvement Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas Minutes Parent Surveys Handouts Sign-in sheets

Plan to Monitor Effectiveness of G1.B3.S1

Follow-up phone calls and parent surveys to determine if parents are using the learned strategies from an event and if the parent found it helpful with his/her student.

Person or Persons Responsible

Parent Involvement Specialist Administration

Target Dates or Schedule

Following academic focused events

Evidence of Completion

Parent Surveys Communication logs

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.
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, Part A
Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.
Title III
Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.
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.

Housing Programs

Head Start

Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school's campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).

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.

Other

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

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 school-wide by focusing on rigorous instruction utilizing Common Core and state standards.

G1.B3 Parents who want to help their students, but lack the academic knowledge of how to help.

G1.B3.S1 Through Parent Involvement, we will offer parent training in different academic / arts areas to help parents help their student(s).

PD Opportunity 1

Provide opportunities for parents to learn strategies to work with his/her student. Examples of events are: Writing Night, Science Fair MS Information Night, Critical Math & Reading Applied to Couponing, Reading strategies during Bingo For Books Night, Social Students Night and strategies given at Parent conferences.

Facilitator

Academic & Arts teachers

Participants

parents

Target Dates or Schedule

Monthly

Evidence of Completion

Agenda's Minutes Parent surveys Sign-in Sheets

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student achievement gains school-wide by focusing on rigorous instruction utilizing Common Core and state standards.	$800
	Total	$800

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
Title I	$800	$800
Total	$800	$800

Budget Details

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

G1. Increase student achievement gains school-wide by focusing on rigorous instruction utilizing Common Core and state standards.

G1.B3 Parents who want to help their students, but lack the academic knowledge of how to help.

G1.B3.S1 Through Parent Involvement, we will offer parent training in different academic / arts areas to help parents help their student(s).

Action Step 1

Provide opportunities for parents to learn strategies to work with his/her student. Examples of events are: Writing Night, Science Fair MS Information Night, Critical Math & Reading Applied to Couponing, Reading strategies during Bingo For Books Night, Social Students Night and strategies given at Parent conferences.

Resource Type

Personnel

Resource

Academic & arts teachers working with parents on strategies to help students.

Funding Source

Title I

Amount Needed

$800