# 2013-2014 SCHOOL IMPROVEMENT PLAN

## Bonita Springs Middle Center For The Arts
10141 W TERRY ST
Bonita Springs, FL 34135
239-992-4422
http://bnm.leeschools.net/

## School Demographics

| School Type | Title I | Free and Reduced Lunch Rate |
|---|---|---|
| Middle School | Yes | 77% |

| Alternative/ESE Center | Charter School | Minority Rate |
|---|---|---|
| No | No | 64% |

## School Grades History

| 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|---|---|---|---|
| B | A | B | 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.

## Table of Contents

## Purpose and Outline of the SIP

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

### Part I: Current School Status

Part I 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**

Bonita Springs Middle Center For The Arts

**Principal**

Linda Mitchell

**School Advisory Council chair**

Amy Pacheco

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

| Name | Title |
| --- | --- |
| Amy Mauriello | LRT |
| Linda Mitchell | Principal |
| Mary Blackmon | Assistant Principal |
| Mane Lafalaise | Assistant Principal |
| Sara Schroeder | Science Teacher |
| Susan Delago | Language Arts Chairperson |
| Brittany Gardiner | Social Studies Teacher |
| Charndra Carias | Social Studies Chairperson |
| Barbara Scarnato | Math Chairperson |
| Andy Miller | Math Teacher |
| Sarah Rigney | Related Arts Teacher |
| Elizabeth Gonzalez | Secretary to the Principal |

### 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 SAC has 14 members, 57% are non district employees. 21% of members are Hispanic and 14% are black which represents the minority groups served within the school.
SAC Chair - Amy Pacheco - Parent

DAC member - Susan Delago - Teacher
DAC alternate - Amy Mauriello - Teacher
Principal - Linda Mitchell
Assistant Principal - Mane Lafalaise
Support Staff - Brandi Hingson
Support Staff - Clara Saldana
Parent - Robert Marrero
Business Partner - Michael Gahan
Community Partner - David Lopez
Parent - Mary Ellen Vanderhoef
Parent - Jacinta Brennan
Parent - Margaret Spitz
Community Partner- Iris Sullivan

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

SAC serves as a resource to the administration and leadership team by providing feedback on the school improvement plan and offering solutions to problems discovered during data analysis.

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

*Review, advise and monitor the implementation of the School Improvement Plan.
*Make recommendations regarding ependiture of School Improvement dollars and school's operation budget.
*Define adequate progress and establish benchmarks for school goals.
*Advise the principal on matters pertaining to the school program and curricular issues.
*Initiate activites that generate greater cooperation between the community and the school.
*Elect a representative to serve on the District Advisory Council (DAC).

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

Staff Development

**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**
3

**# receiving effective rating or higher**
(not entered because basis is < 10)

**Administrator Information:**

| **Linda Mitchell** | | |
|---|---|---|
| Principal | Years as Administrator: 8 | Years at Current School: 4 |

| | |
|---|---|
| **Credentials** | Ed. Specialist, M.Ed, B.S. Education<br>Educational Leadership<br>Elementary Education<br>Gifted Endorsement<br>ESOL Endorsement |
| **Performance Record** | 2012-2013: School Grade A<br>70% Learning Gains for lowest 25% in Reading<br>68% Learning Gains for lowest 25% in Math<br>2011-2012: School Grade B<br>65% Learning Gains in Reading<br>61% Learning Gains in Math<br>2010-2011: School Grade A<br>67% Proficient in Reading<br>73% Proficient in Math |

| **Mary Blackmon** | | |
|---|---|---|
| Asst Principal | Years as Administrator: | Years at Current School: |

| | |
|---|---|
| **Credentials** | M.Ed, B.S. Education<br>Educational Leadership<br>English 6-12<br>ESOL Endorsement<br>National Board Certification |
| **Performance Record** | 2012-2013: School Grade A<br>70% Learning Gains for lowest 25% in Reading<br>68% Learning Gains for lowest 25% in Math<br>2011-2012: School Grade B<br>65% Learning Gains in Reading<br>61% Learning Gains in Math<br>2010-2011: School Grade A<br>67% Proficient in Reading<br>73% Proficient in Math |

| Manestonrous LaFalaise | | |
|---|---|---|
| Asst Principal | Years as Administrator: | Years at Current School: |
| **Credentials** | M.Ed., B.S. Education<br>Educational Leadership<br>Foreign Languages- French<br>ESOL Endorsement<br>Reading Endorsement | |
| **Performance Record** | 2012-2013: School Grade A<br>70% Learning Gains for lowest 25% in Reading<br>68% Learning Gains for lowest 25% in Math<br>2011-2012: School Grade B<br>65% Learning Gains in Reading<br>61% Learning Gains in Math<br>2010-2011: School Grade A<br>67% Proficient in Reading<br>73% Proficient in Math | |

### Instructional Coaches

**# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

| Debbie Brawner | | |
|---|---|---|
| Full-time / School-based | Years as Coach: 8 | Years at Current School: 36 |
| **Areas** | Reading/Literacy | |
| **Credentials** | B.A. Special Education<br>Elementary Education<br>Reading Endorsement<br>ESOL Endorsement | |
| **Performance Record** | 2012-2013: School Grade A<br>76% Learning Gain in Reading<br>70% Learning Gains for lowest 25% in Reading<br>Coached entire staff on Comprehensive Instructional Sequence (CIS)<br>2011-2012: School Grade B<br>65% Learning Gains in Reading<br>2010-2011: School Grade A<br>67% Proficient in Reading | |

| **Amy Mauriello** | | |
|---|---|---|
| Full-time / School-based | Years as Coach: 2 | Years at Current School: 2 |

| | |
|---|---|
| **Areas** | Data |
| **Credentials** | M. Ed., B.S. Education<br>Educational Leadership<br>English 6-12<br>Elementary<br>Reading Endorsement<br>ESOL Endorsement |
| **Performance Record** | 2012-2013: School Grade A<br>70% Learning Gains for lowest 25% in Reading<br>68% Learning Gains for lowest 25% in Math<br>2011-2012: School Grade B<br>65% Learning Gains in Reading<br>61% Learning Gains in Math<br>2010-2011: School Grade A<br>67% Proficient in Reading<br>73% Proficient in Math |

**Classroom Teachers**

**# of classroom teachers**
44

**# receiving effective rating or higher**
37, 84%

**# Highly Qualified Teachers**
100%

**# certified in-field**
42, 95%

**# ESOL endorsed**
13, 30%

**# reading endorsed**
9, 20%

**# with advanced degrees**
13, 30%

**# National Board Certified**
0, 0%

**# first-year teachers**
6, 14%

**# with 1-5 years of experience**
17, 39%

**# with 6-14 years of experience**
14, 32%

**# with 15 or more years of experience**
7, 16%

## Education Paraprofessionals

**# of paraprofessionals**
7

**# Highly Qualified**
7, 100%

## Other Instructional Personnel

**# of instructional personnel not captured in the sections above**
3

**# 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**

1. Mentors will meet with new teachers on a regular basis to assess needs and provide support and report to administration.
2. Mentors will be provided to new teachers to provide instructional support and guidance.
3. Regular classroom walkthroughs of all teachers will be conducted by administration in order to provide feedback.
4. Administrators will attend the district teacher recruitment fairs.
5. Administrators will keep an open communication with FGCU and Edison State College School of Education in order to recruit highly trained teachers.

### 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**

Experienced teachers with current clinical educator training are paired with new teachers in order to provide guidance and support. When possible mentors are paired with teachers in like subject areas in order to provide specific strategies for the subject. Mentors provide support through regular meetings, observations, planning, modeling and evaluations. New teachers are also provided time to observe other classrooms in order to gain modeling of effective instructional strategies from multiple 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 MTSSProblem Solving team at Bonita Springs Middle Center for the Arts meets on an as needed basis to analyze school and/or student progress data in order to monitor the progress of students receiving interventions and to identify students in need of more support. The team uses the four-step problem solving process as outlined in the Lee County School District's MTSS Guide:
1. Problem Identification—using data to identify and define problem behaviors/skill
2. Problem Analysis—using data to hypothesize why the problem behavior/skill identified is occurring
3. Intervention Design—developing and implementing evidence-based behavioral supports and interventions that match the hypothesis
4. Response to Instruction/Intervention—using data to determine the effectiveness of the supports and to decide next steps

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

Vivian Colon/ School Counselor - faciliate MTSS process, record data, complete necessary forms, maintain contact with family
Linda Mitchell/Principal - Coordinate MTSS professional development, conduct classroom walk-throughs to monitor fidelity
Mane Lafalaise/Assistant Principal- MTSS administative coordiantor, faclitates MTSS meetings, conducts classroom walk-throughs to monitor fidelity
Esperanza Liszewski/School Social Worker - Maintain contact with family, provide needed support and training for families
Mark Capley/District Psychologist - Monitor data collection process for fidelity, review and interpret progress monitoring data, collaborate with MTSS team on specific interventions, incorporate MTSS data when guiding a possible ESE referral and making eligibility decisions
Amy Mauriello/Learning Resource Teacher - Conduct student observations, assemble necessary progress monitoring data
Classroom Teachers - Keep ongoing progress monitoring notes in MTSS folder, attend MTSS meetings to collaborate on effective instruction and interventions, deliver evidence-based instructional interventions with fidelity

**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**

Bonita Springs Middle Center for the Arts utilizes the district adopted data management systems, Performance Matters, in order to monitor the progress for students. 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. In addition the leadership team uses STAR reading,

STAR math and TeenBiz lexile reports to monitor progress. 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.

## Literacy Leadership Team (LLT)

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

| Name | Title |
| --- | --- |
| Debbie Brawner | Reading Coach |
| Linda Mitchell | Principal |
| Mary Blackmon | Assitant Principal Curriculum |
| Amy Mauriello | Learning Resource Teacher/Team Facilitator |
| Brittany Gardiner | Social Studies Representative |
| Sara Schroeder | Science Representative |
| Andy Miller | Math Representative |
| Susan Delago | Language Arts Representative |
| Sarah Rigney | Related Arts Representative |
| Sherry Bullock | Media Specialist |

### How the school-based LLT functions

The LLT meets weekly to develop, review and revise the schoolwide literacy plan. The LLT assists with developing programs and interventions within the school. The LLT also identifies the individual school reading needs, analyzes the data for reading, and provides support to the teachers when implementing new initiatives in the classrooms.

### Major initiatives of the LLT

The LLT will continue to support the use of Comprehension Instructional Sequence and the use of TeenBiz in all classrooms. In addition, they will provide student specific reading data to all teachers and implement professional development in using reading strategies during instruction.

## Every Teacher Contributes to Reading Instruction

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

At Bonita Springs Middle Center for the Arts we consider ALL teachers to be reading teachers. We utilize the following strategies to ensure that reading is being taught in all classrooms.

1. Teachers in all content areas prepare and implement a CIS (Comprehension Instructional Sequence) Lesson each quarter.

2. The entire school reads one book at the same time throughout the year. One Book-One School

3. Novels are read in every class throughout the year.

4. Social Studies classes read a book each semester that aligns to their curriculum.

5. Reading data is shared with all teachers to determine standards that need support in order to develop appropriate interventions.

6. Administration regularly checks lesson plans and observes classrooms for implementation of reading strategies.

7. Accelerated Reading (AR) levels and goals are set for every student by the reading teachers. Teachers will regularly conference with students about their AR goals.

8. Teachers in all content areas are encouraged to attend the CAR-PD sessions offered through the district and pursue their reading endorsement.

9. Current and relevant articles relating to reading are provided to teachers throughout the year.

10. All teachers are provided opportunities to attend reading related training throughout the year.

## 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

Professional Learning Communities are utilized in order to build a culture of student learning within the school. Teams meet weekly to review data, determine student needs and implement research-based instructional strategies in order to increase student learning. Teams consist of common content and cross-content teachers in order to focus on standard specific integrated learning opportunites for students. All students are provided AVID strategies such as use of binders for organization, Cornell note-taking, and goal setting.

### 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 administration meets with every student a minimum of three times a year. During this time they conference with students about assessment data, course selection and current grades. They also explain requirements for high school courses and college preparation. Career Planning is provided during business technical education and social studies courses.

### 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 | 58% | 59% | Yes | 63% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | | | | |
| Hispanic | 47% | 46% | No | 52% |
| White | 76% | 77% | Yes | 78% |
| English language learners | 23% | 7% | No | 31% |
| Students with disabilities | 32% | 26% | No | 39% |
| Economically disadvantaged | 53% | 51% | No | 57% |

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

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 176 | 23% | 24% |
| Students scoring at or above Achievement Level 4 | 233 | 31% | 31% |

**Learning Gains**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students making learning gains (FCAT 2.0 and FAA) | 555 | 76% | 78% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 127 | 70% | 72% |

**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) | 29 | 42% | 43% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | 14 | 19% | 20% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | 16 | 22% | 23% |

## 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 | 101 | 42% | 50% |
| 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% | 61% | No | 68% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | | | | |
| Hispanic | 56% | 52% | No | 60% |
| White | 78% | 75% | No | 80% |
| English language learners | 31% | 22% | No | 38% |
| Students with disabilities | 45% | 30% | No | 51% |
| Economically disadvantaged | 60% | 55% | No | 64% |

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

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 211 | 28% | 28% |
| Students scoring at or above Achievement Level 4 | 210 | 28% | 28% |

**Learning Gains**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Learning Gains | 576 | 79% | 80% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 124 | 68% | 70% |

### Middle School Acceleration

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Middle school participation in high school EOC and industry certifications | 162 | 96% | 100% |
| Middle school performance on high school EOC and industry certifications | 159 | 92% | 92% |

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

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 65 | 52% | 53% |
| Students scoring at or above Achievement Level 4 | 48 | 39% | 42% |

## 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 | 44 | 18% | 25% |
| Students scoring at or above Achievement Level 4 | 52 | 22% | 22% |

**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) | 4 |  | 5 |
| Participation in STEM-related experiences provided for students | 365 | 50% | 75% |

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

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students enrolling in one or more CTE courses | 0 | 0% | 1% |
| Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses | 0 | 0% | 1% |
| Completion rate (%) for CTE students enrolled in *accelerated* courses | | 0% | 100% |
| Students taking CTE industry certification exams | 0 | 0% | 0% |
| Passing rate (%) for students who take CTE industry certification exams | | 0% | 0% |
| CTE program concentrators | | | |
| CTE teachers holding appropriate industry certifications | 1 | 2% | 4% |

## 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 | 35 | 5% | 4% |
| Students who fail a mathematics course | 43 | 6% | 5% |
| Students who fail an English Language Arts course | 13 | 2% | 1% |
| Students who fail two or more courses in any subject | 21 | 3% | 2% |
| Students who receive two or more behavior referrals | 100 | 13% | 10% |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | 25 | 1% | 1% |

## 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

To increase parental understanding of reading and math programs available at our school.

### Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Parent Teacher Conference Nights | 4 | 100% | 4% |
| Reading and Math Curriculum night | 1 | 100% | 1% |
| Science Fair Night | 1 | 100% | 1% |

# Goals Summary

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

# Goals Detail

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

**Targets Supported**

- All Areas

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

- Writing

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

- Algebra 1 EOC

- Social Studies

- Civics EOC

- Science

- Science - Middle School

- STEM

- STEM - All Levels

- CTE

- Parental Involvement

- EWS

- EWS - Middle School

- Additional Targets

**Resources Available to Support the Goal**

- District Trainers

- Reading Coach

- Learning Resource Teacher

- Technology

- Mentoring

- Common Planning - Professional Learning Communities

- Research based instructional strategies

**Targeted Barriers to Achieving the Goal**

- Emerging high yield instructional practices by teachers

- Emerging collaborative culture

**Plan to Monitor Progress Toward the Goal**

Review standards data from common assessments and Teenbiz reports.

**Person or Persons Responsible**

Amy Mauriello

**Target Dates or Schedule:**

quarterly

**Evidence of Completion:**

Students show academic growth throughout the year.

# Action Plan for Improvement

**Problem Solving Key**

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

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

**G1.B2** Emerging high yield instructional practices by teachers

**G1.B2.S1** Teacher leaders and coaches will model best practices and provide mentoring support.

### Action Step 1

Model CIS lessons in all classes with the exception of math.

**Person or Persons Responsible**

Debbie Brawner (reading coach)

**Target Dates or Schedule**

Once each quarter for new teachers. As needed with experienced teachers.

**Evidence of Completion**

Documentation of completed CIS lessons provided to administrative team.

**Facilitator:**

Debbie Brawner

**Participants:**

Reading, Language Arts, Social Studies, Science and Related Arts Teachers

### Action Step 2

Teachers will observe other teachers in order to reflect on their own best practices and provide feedback to peers.

**Person or Persons Responsible**

All Teachers

**Target Dates or Schedule**

On-going throughout the 2013-2014 School Year

**Evidence of Completion**

Reflection sheets completed by observing teacher

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

Require teacher feedback from reading coach and mentored teachers.

### Person or Persons Responsible

Linda Mitchell, Principal

### Target Dates or Schedule

As lessons are taught throughout the year.

### Evidence of Completion

Documentation of feedback

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

Utilize reading coaches feedback to determine the progress of teacher growth.

### Person or Persons Responsible

Linda Mitchell, Principal

### Target Dates or Schedule

ongoing

### Evidence of Completion

Documentation of meetings with reading coach

**G1.B3** Emerging collaborative culture

**G1.B3.S1** Professional Learning Communities will be used to build a collaborative culture, share best practices and create common lessons and assessments.

### Action Step 1

Provide time and place for teachers to meet and collaborate and set an expectations that all teachers will collaborate.

#### Person or Persons Responsible

Linda Mitchell, Principal

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Weekly sign-in sheets and minutes from PLC meetings.

#### Facilitator:

Amy Mauriello and Debbie Brawner

#### Participants:

Faculty and Staff

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

Provide teachers with a template to guide meetings with expectations. Hold teachers accountable for following norms.

#### Person or Persons Responsible

Mary Blackmon, APC

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Teacher leaders will submit weekly meeting minutes.

**Plan to Monitor Effectiveness of G1.B3.S1**

Review lesson plans to ensure common planning, assessment and data driven decision making.

### Person or Persons Responsible

Administrative Team

### Target Dates or Schedule

Weekly

### Evidence of Completion

Conduct classroom walkthroughs to ensure that lesson plans are being implemented with fedility.

## 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 teaching and learning.

**G1.B2** Emerging high yield instructional practices by teachers

**G1.B2.S1** Teacher leaders and coaches will model best practices and provide mentoring support.

### PD Opportunity 1

Model CIS lessons in all classes with the exception of math.

#### Facilitator

Debbie Brawner

#### Participants

Reading, Language Arts, Social Studies, Science and Related Arts Teachers

#### Target Dates or Schedule

Once each quarter for new teachers. As needed with experienced teachers.

#### Evidence of Completion

Documentation of completed CIS lessons provided to administrative team.

**G1.B3** Emerging collaborative culture

**G1.B3.S1** Professional Learning Communities will be used to build a collaborative culture, share best practices and create common lessons and assessments.

### PD Opportunity 1

Provide time and place for teachers to meet and collaborate and set an expectations that all teachers will collaborate.

#### Facilitator

Amy Mauriello and Debbie Brawner

#### Participants

Faculty and Staff

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Weekly sign-in sheets and minutes from PLC meetings.

## 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 teaching and learning. | $3,000 |
| | Total | $3,000 |

### Budget Summary by Funding Source and Resource Type

| Funding Source | Personnel | Total |
|----------------|-----------|-------|
| Title I and Title II | $3,000 | $3,000 |
| Total | $3,000 | $3,000 |

### 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 teaching and learning.

**G1.B2** Emerging high yield instructional practices by teachers

**G1.B2.S1** Teacher leaders and coaches will model best practices and provide mentoring support.

**Action Step 2**

Teachers will observe other teachers in order to reflect on their own best practices and provide feedback to peers.

**Resource Type**

Personnel

**Resource**

Substitute Teachers

**Funding Source**

Title I and Title II

**Amount Needed**

$3,000