

The School District of Lee County

Caloosa Middle School



2020-21 Schoolwide Improvement Plan

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Caloosa Middle School

610 DEL PRADO BLVD S, Cape Coral, FL 33990

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

Demographics

Principal: Ann Cole

Start Date for this Principal: 7/1/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (49%) 2017-18: C (50%) 2016-17: C (52%) 2015-16: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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610 DEL PRADO BLVD S, Cape Coral, FL 33990

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

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

To inspire a passion for learning and leadership.

Provide the school's vision statement.

To become a world class middle school.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Cole, Ann	Principal	Create and maintain a balanced school budget, oversee the master schedule and correct student placement, provide professional development based on the school's needs, hire and retain staff, ensure best practices and researched based strategies are being used, and attend professional development at the District Level to maintain and grow my ability to lead.
Pierson, Jenniffer	Assistant Principal	Create master schedule and schedule students appropriately, based on their individual academic and credit needs. Work with teachers to provide coaching and professional development opportunities. Hire and retain highly effective staff and conduct evaluations and provide feedback for improvement. Develop paraprofessional schedules based on student and teacher needs. Ensure best practices and researched based strategies are being used. Work with parents to educate them about credit requirements and help them support their students. Attend APC meetings, NISL and other district professional development including high reliability schools to develop as a leader.
Moore, Kaitlyn	Instructional Coach	Work with teachers to provide mentoring, coaching and professional development to support them to become effective/highly effective teachers. Teach Science classes half time to support student academic growth and to be more relatable to peers as I coach them. Work with APC to check and recheck student schedules to be sure all students have the classes and credits they need to be able to move on to high school. Work with the leadership team to support teachers, staff and students.

Demographic Information

Principal start date

Thursday 7/1/2010, Ann Cole

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

Total number of teacher positions allocated to the school

57

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
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2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	

Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	250	304	299	0	0	0	0	853
Attendance below 90 percent	0	0	0	0	0	0	24	32	35	0	0	0	0	91
One or more suspensions	0	0	0	0	0	0	13	26	26	0	0	0	0	65
Course failure in ELA	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	1	0	3	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	47	47	60	0	0	0	0	154
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	64	58	45	0	0	0	0	167

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	56	45	46	0	0	0	0	147

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1

Date this data was collected or last updated

Monday 10/26/2020

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	302	266	316	0	0	0	0	884
Attendance below 90 percent	0	0	0	0	0	0	49	64	84	0	0	0	0	197
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	91	108	117	0	0	0	0	316

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	45	44	64	0	0	0	0	153

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	5	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	302	266	316	0	0	0	0	884
Attendance below 90 percent	0	0	0	0	0	0	49	64	84	0	0	0	0	197
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	91	108	117	0	0	0	0	316

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	45	44	64	0	0	0	0	153

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	5	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	44%	55%	54%	49%	55%	52%
ELA Learning Gains	48%	56%	54%	56%	58%	54%
ELA Lowest 25th Percentile	36%	44%	47%	49%	45%	44%
Math Achievement	56%	64%	58%	53%	60%	56%
Math Learning Gains	59%	64%	57%	54%	62%	57%
Math Lowest 25th Percentile	46%	54%	51%	37%	50%	50%
Science Achievement	42%	50%	51%	41%	49%	50%
Social Studies Achievement	50%	70%	72%	62%	67%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(0)	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	47%	52%	-5%	54%	-7%
	2018	43%	51%	-8%	52%	-9%
Same Grade Comparison		4%				
Cohort Comparison						
07	2019	35%	51%	-16%	52%	-17%
	2018	38%	50%	-12%	51%	-13%
Same Grade Comparison		-3%				
Cohort Comparison		-8%				
08	2019	45%	57%	-12%	56%	-11%
	2018	49%	56%	-7%	58%	-9%
Same Grade Comparison		-4%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	56%	47%	9%	55%	1%
	2018	35%	41%	-6%	52%	-17%
Same Grade Comparison		21%				
Cohort Comparison						
07	2019	24%	57%	-33%	54%	-30%
	2018	48%	65%	-17%	54%	-6%
Same Grade Comparison		-24%				
Cohort Comparison		-11%				
08	2019	55%	60%	-5%	46%	9%
	2018	56%	47%	9%	45%	11%
Same Grade Comparison		-1%				
Cohort Comparison		7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	40%	46%	-6%	48%	-8%
	2018	43%	48%	-5%	50%	-7%
Same Grade Comparison		-3%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	49%	67%	-18%	71%	-22%
2018	43%	66%	-23%	71%	-28%
Compare		6%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	98%	59%	39%	61%	37%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	60%	40%	62%	38%
Compare		-2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	50%	-50%	57%	-57%
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	39	33	23	41	38	21	22			
ELL	32	52	40	50	57	49	26	35	56		
ASN	65	47		95	88						
BLK	32	38	27	32	41	37	22	32			
HSP	45	53	42	54	61	50	38	50	61		
MUL	48	52		52	56		50	45			
WHT	45	47	30	62	60	46	46	52	61		
FRL	40	47	38	50	54	43	40	43	61		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	16	35	30	21	44	48	23	14			
ELL	12	36	38	40	63	67	11	12			
ASN	71	57		93	86						
BLK	31	47	37	39	57	44	23	45	55		
HSP	43	45	35	51	61	58	45	35	49		
MUL	67	55		63	77						
WHT	48	46	44	58	63	51	48	48	59		
FRL	40	44	38	51	60	51	40	42	53		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	9	38	38	14	32	31	13	27			
ELL	19	47	50	36	49	42	25	25			
ASN	77	79		100	79						
BLK	38	53	50	42	45	18	29	57	73		
HSP	46	57	46	49	51	44	28	66	63		
MUL	57	42		61	50			50			
WHT	51	57	53	57	57	37	50	62	66		
FRL	44	54	50	49	50	36	34	58	65		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	497
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	74
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	51
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Lowest performance was shown in 7th grade Math and 7th grade ELA. 7th grade Math decreased from 48% to 24%. 7th grade ELA decreased from 38% to 35%. Factors contributing to the decrease in Math include the proficiency level and number of students who took the 7th grade FSA Math. All Level 1 & 2 7th grade students took 7th Grade Math and the 7th grade FSA while all Level 3-5 7th grade students took 8th Grade Pre-Algebra and the 8th grade FSA. Factors contributing to the decrease in ELA include lower 7th grade enrollment (275), a higher number of Level 1 & 2 students (55%), and single blocking ELA. Students with disabilities had achievement gains of 33% in English Language Arts and African American students had achievement gains of 27% in English Language Arts.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

7th grade Math showed the greatest decline. Proficiency decreased from 48% to 24%. 7th grade ELA decreased from 38% to 35%. Factors contributing to the decrease in Math include the proficiency level and number of students who took the 7th grade FSA Math. All Level 1 & 2 7th grade students took 7th Grade Math and the 7th grade FSA while all Level 3-5 7th grade students took 8th Grade Pre-Algebra and the 8th grade FSA.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average is Algebra. While the state's average is 61% our Algebra score is 98%. Factors contributing to this positive gap include highly effective and high impact teachers teaching Algebra, strategically scheduling the correct students in the course, and double blocking all Math classes.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement is 6th grade Math. 6th grade Math increased from 35% to 56%. Factors contributing to this increase include having all 6th grade students, regardless of level, take the 6th grade FSA Math. Highly effective teachers were assigned to these courses and support was provided in the ESE classrooms by a paraprofessional or ESE support facilitator.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

1. Attendance continues to be an area of concern for us as students cannot learn if they are not in attendance.
2. OSS is an area of concern as our students need to be in school in order to experience growth in achievement.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase proficiency in Reading at all grade levels.
2. Increase proficiency in Math.
3. Increase proficiency in Civics.
4. Increase proficiency in Science.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Caloosa Middle School has a high percentage of students with an absence rate of 10% or higher. Students cannot learn when they are not in school. Attendance was identified as a critical need.

Measurable Outcome: Caloosa Middle School will decrease the percentage of students with an absence rate of 10% or higher from 22% to 18% as measured by the CASTLE early warning system and school data profile by May 2021.

Person responsible for monitoring outcome: Jenniffer Pierson (jenniffermpi@leeschools.net)

Evidence-based Strategy: Social Worker ir at Caloosa Middle School full time and will monitor attendance data to target students with attendance issues.

Rationale for Evidence-based Strategy: Administration will meet regularly with social worker to review attendance data and work to provide recognition for attendance improvements as our students who are chronically absent, especially in our ESSA groups, cannot afford to miss instructional time.

Action Steps to Implement

1. Full time Social Worker continuously monitors attendance data.
2. Social Worker and School Counselor work together to target students with attendance issues.
3. Attendance board in main hallway with daily student/staff attendance data updated by SW.
4. PBIS rewards for improved attendance overseen by Assistant Principal.
5. Strong student/faculty relationships helping to improve students' desire to come to school overseen by Principal and Assistant Principals.

Person Responsible Jenniffer Pierson (jenniffermpi@leeschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Achievement data in English Language Arts/Reading achievement decreased from 46% in 17-18 to 44% in 18-19. Reading impacts student learning at all levels. Majority of students enrolled are low level readers.

Measurable Outcome: Caloosa Middle School will increase the percentage of students who demonstrate proficiency (Level 3-5) in English Language Arts from 44% to 50% as measured by the 2020 Florida Standards Assessment.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Teachers will follow district developed curriculum maps and instructional guides. District English Language Arts Coordinators will be invited to PLCs to support English Language Arts teachers. iReady will be used to monitor progress and differentiate based on assessment data. Assistant Principal will meet with teachers during department PLC to review formative assessment data and progress monitoring data from iReady and USA Test Prep and particular analysis will take place for our lowest subgroups as reported by ESSA data.

Rationale for Evidence-based Strategy: Monitoring data and determining gaps and opportunities will drive instruction and provide a learning path for our students who need interventions and enrichment to close our achievement gaps and increase student achievement in ELA.

Action Steps to Implement

1. Teachers will follow district Curriculum Maps & Instructional Guides.
2. District Coordinators for ELA/Reading will support PLCs. Formative assessment data will be reviewed.
3. Strategic teaching assignments based on previous data. Teachers will have common planning.
4. All ELA classes are double blocked and Level 1 & 2 students are double blocked in reading.
5. Lower class sizes for more focused support.
6. Coaching opportunities provided to those who are struggling.
7. Individual student data chats with specific goal setting in each class.
8. School-wide data chats with leadership team will occur for goal setting after each iReady assessment.
9. ESSA subgroups will be part of the mentoring plan and occur 2 times a month and tracked.
10. After school tutoring is provided.
11. Students with disabilities are strategically scheduled into Resource Room.
12. Additional ESE teacher and paraprofessional push in support.
13. School-wide PD focus on High Yield Strategies.

Person Responsible Jenniffer Pierson (jenniffermpi@leeschools.net)

#3. Instructional Practice specifically relating to Science**Area of Focus**

Description and Rationale: Science achievement decreased from 45% in 17-18 to 42% in 18-19.

Measurable Outcome: Caloosa Middle School will increase the percentage of students who demonstrate proficiency (Level 3-5 in Science from 42% to 45% as measured by the 2021 Science FCAT.

Person responsible for monitoring outcome: Kaitlyn Moore (kaitlynem@leeschools.net)

Evidence-based Strategy: Teachers will follow district developed curriculum maps and instructional guides. District Curriculum staff will be invited to PLCs to support science teachers as well as coaching from Science Coach. Department Head will meet with teachers during department PLC to review formative assessment data and progress monitoring data from with a special focus on our lowest performing ESSA subgroups.

Rationale for Evidence-based Strategy: Progress monitoring and analysis of data will help determine strengths and opportunities to drive instruction and close the achievement gap especially among our lowest performing ESSA subgroups.

Action Steps to Implement

1. Teachers will follow district developed Curriculum Maps & Instructional Guides.
2. All 8th grade students will have Science every day.
3. Teachers will have common planning.
4. Lower class sizes for lower performing students and ESSA subgroups.
5. Science Coach will provide coaching to all science teachers.
6. Individual student data chats will occur with specific goal setting.
7. ESSA subgroups will be part of the school-wide mentoring plan and will be met with 2 times a month and tracked.
8. After school tutoring is provided.
9. Students with disabilities are strategically scheduled into the Resource Room.
10. Additional ESE teacher and paraprofessional push in support into classes.
11. School-wide PD focus on High Yield Instructional Strategies.
12. Formative data will be reviewed after each assessment and goals adjusted.

Person Responsible Kaitlyn Moore (kaitlynem@leeschools.net)

#4. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale: Civics scores increased from 44% to 50% during the 2018-2019 school year, however, 50% is still lower than 2016-2017 when scores were at 63%.

Measurable Outcome: Caloosa Middle School will increase the percentage of students who demonstrate proficiency (Level 3-5) in Civics from 50% to 60% as measured by the 2021 Civics EOC.

Person responsible for monitoring outcome: Jenniffer Pierson (jenniffermpi@leeschools.net)

Evidence-based Strategy: Assistant Principal will meet with teachers during department PLC to review formative assessment data and progress monitoring data from Performance Matters. Department Head will meet with teachers during department PLC to review formative assessment data and progress monitoring data. Special focus on data analysis and determining action plans for our lowest ESSA subgroups will be targeted.

Rationale for Evidence-based Strategy: Progress monitoring and analysis of data will help determine strengths and opportunities to drive instruction and close the achievement gap especially among our lowest performing ESSA subgroups.

Action Steps to Implement

1. Teachers will follow district Curriculum Maps & Instructional Guides
2. District Curriculum staff will be working with Civics for planning and coaching.
3. Strategic teaching assignments based on previous data.
4. All 7th grade students are double blocked in Civics.
5. Teachers will have common planning.
6. Lower class sizes for more focused support.
7. Coaching opportunities provided to those who are struggling.
7. Individual student data chats will occur with specific goal setting.
8. School-wide data chats with the leadership team will occur with follow up goal setting after each formative.
9. ESSA subgroups will be part of the school-wide mentoring plan and will be met with 2 times a month and tracked.
10. After school tutoring is provided.
11. Students with disabilities are strategically scheduled into Resource Room.
12. Additional ESE teacher push in support into classes.
13. School-wide PD focus on High Yield Instructional Strategies.

Person Responsible: Jenniffer Pierson (jenniffermpi@leeschools.net)

#5. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: Black/African American and SWD will be areas of focus in order to increase student achievement based on data from FY20.

Measurable Outcome: Black/African American and SWD performance data will increase to 42% in FY21.

Person responsible for monitoring outcome: Ann Cole (annfc@leeschools.net)

Evidence-based Strategy: Progress monitoring data in all areas will be used to drive instructional decisions during PLCs to increase supports for Black/African American and SWD students at Caloosa Middle School. Social Emotional learning opportunities will be utilized to increase social emotional wellness among our student body.

Rationale for Evidence-based Strategy: Data driven decision making has been proven to be an effective strategy for increasing student achievement. PLCs teams can make stronger connections with students to increase attendance and decrease discipline, which will improve student achievement. It is also important to focus on social and emotional wellness for our student body to increase their ability to focus on learning. Paraprofessionals provide added support for our ESE students and teachers to help lower adult to student ratios and increase achievement.

Action Steps to Implement

1. Data driven PLCs to drive instruction
2. Analysis of discipline and attendance data during PLCs to increase supports
3. Provide social and emotional wellness learning opportunities to increase ability to focus on learning

Person Responsible: Ann Cole (annfc@leeschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

All students have math every day. There is an additional 20 minutes built into the schedule during an extended lunch period for all teachers to work with students on completing iready math to support remediation for students who are missing skills. ESE students are strategically scheduled into the learning lab for additional assistance with academics. Our School Resource Officer builds positive relationships with students and our Security Specialist also builds positive relationships with students and families. Our Security Specialist has an afterschool mentoring club and actively recruits students of color and ESE students to help increase self esteem and support academic achievement. We also encourage students to apply for A.V.I.D. to further provide support and help increase student achievement.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The School District of Lee County is working toward certification of Marzano's High Reliability levels which is intended to produce a system that has high reliability and becomes transformational in its approach to educating its students. When a school has met the criterion indicators for a specific level in the model, it consistently monitors those indicators and makes immediate corrections when school performance falls below acceptable levels. The first level of school effectiveness is a Safe and Orderly Environment that Supports Cooperation and Collaboration. Our school is currently working through PLCs in leadership to bring forward the knowledge at the school level to begin our study of the leading indicators: (1) The faculty and staff perceive the school environment as safe and orderly. (2) Students, parents, and the community perceive the school environment as safe and orderly. (3) Teachers have formal roles in the decision-making process regarding school initiatives. (4) Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students (5) Teachers and staff have formal ways to provide input regarding the optimal functioning of the school. (6) Students, parents, and community have formal ways to provide input regarding the optimal functioning of the school. (7) The success of the whole school, as well as individuals within the school, is appropriately acknowledged (8) The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers. As this knowledge is put into action, our school will work with teachers, students, parents, and community members to engage in and study the indicators to ensure that the school culture is inclusive and positive.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$27,486.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0572 - Caloosa Middle School	Title, I Part A		\$27,486.00
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$191,986.50
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0572 - Caloosa Middle School	Title, I Part A		\$191,986.50

						<i>Notes: 3 Literacy teachers</i>
3	III.A.	Areas of Focus: Instructional Practice: Science				\$35,418.50
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0572 - Caloosa Middle School	General Fund		\$35,418.50
						<i>Notes: SAI funds .50 Science Coach</i>
4	III.A.	Areas of Focus: Instructional Practice: Social Studies				\$70,837.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0572 - Caloosa Middle School	General Fund		\$70,837.00
						<i>Notes: Extra Civics teacher to lower class sizes.</i>
5	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$122,070.57
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0572 - Caloosa Middle School	General Fund		\$122,070.57
						<i>Notes: 3.86 paraprofessionals have been hired to work with students and support teachers with ESE students and ESSA identified groups of students.</i>
					Total:	\$447,798.57