

The School District of Lee County

Caloosa Middle School



2021-22 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: 9/20/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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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Caloosa Middle School

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

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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	Position 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, Jennifer	Assistant Principal	<p>Create master schedule and schedule students appropriately, based on their individual academic and credit needs.</p> <p>Work with teachers to provide coaching and professional development opportunities.</p> <p>Hire and retain highly effective staff and conduct evaluations and provide feedback for improvement.</p> <p>Develop paraprofessional schedules based on student and teacher needs.</p> <p>Ensure best practices and researched based strategies are being used.</p> <p>Work with parents to educate them about credit requirements and help them support their students.</p> <p>Attend APC meetings, NISL and other district professional development including high reliability schools to develop as a leader.</p>
Whaley, Lisa	Assistant Principal	<p>Assists the principal in making decisions to govern the school.</p> <p>Supports and monitors the work of collaborative teams.</p> <p>Provides vision for both academic and behavioral success.</p> <p>Attends team meetings to collaborate on and monitor students who are struggling.</p> <p>Conducts evaluations and provides feedback for improvement.</p> <p>Ensures best practices and researched based strategies are being used.</p> <p>Works with parents to educate them about credit requirements and help them support their students.</p> <p>Attends APC meetings, NISL and other district professional development including high reliability schools to develop as a leader.</p>
Cron, Carol	Reading Coach	<p>Ensures a focus on learning and continuous improvement.</p> <p>Guides the work of the collaborative reading team.</p> <p>Monitors achievement data in reading to assure student learning is meeting the school's goals.</p> <p>Attends Reading team meetings to collaborate on and monitor students who are struggling.</p> <p>Collects school-wide data for team use in determining at risk students.</p> <p>Attends monthly District Coach meetings and shares information with Reading department.</p> <p>Provides professional development as needed for reading programs and data analysis.</p> <p>Conducts data chats with students and teachers.</p>
Deshazo, Daniel	Teacher, K-12	<p>Assists the principal in making decisions to govern the school.</p> <p>Supports the work of collaborative elective course teams.</p> <p>Attends team meetings to collaborate on and monitor students who are struggling</p>

Name	Position Title	Job Duties and Responsibilities
		with difficult behaviors. Charged in problem-solving and decision making in organizing and monitoring the cafeteria block.

Demographic Information

Principal start date

Monday 9/20/2021, 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.*

5

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.*

13

Total number of teacher positions allocated to the school

54

Total number of students enrolled at the school

969

Identify the number of instructional staff who left the school during the 2020-21 school year.

9

Identify the number of instructional staff who joined the school during the 2021-22 school year.

10

Demographic Data

Early Warning Systems

2021-22

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	304	295	370	0	0	0	0	969
Attendance below 90 percent	0	0	0	0	0	0	63	77	97	0	0	0	0	237
One or more suspensions	0	0	0	0	0	0	9	39	27	0	0	0	0	75
Course failure in ELA	0	0	0	0	0	0	37	12	13	0	0	0	0	62
Course failure in Math	0	0	0	0	0	0	39	5	14	0	0	0	0	58
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	60	77	90	0	0	0	0	227
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	78	94	84	0	0	0	0	256
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	82	86	98	0	0	0	0	266

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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	3	0	1	0	0	0	0	4

Date this data was collected or last updated

Monday 9/20/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				44%	55%	54%	46%	55%	53%
ELA Learning Gains				48%	56%	54%	46%	54%	54%
ELA Lowest 25th Percentile				36%	44%	47%	38%	44%	47%
Math Achievement				56%	64%	58%	55%	62%	58%
Math Learning Gains				59%	64%	57%	62%	63%	57%
Math Lowest 25th Percentile				46%	54%	51%	54%	54%	51%
Science Achievement				42%	50%	51%	45%	52%	52%
Social Studies Achievement				50%	70%	72%	44%	69%	72%

Grade Level Data Review - State Assessments

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	2021					
	2019	47%	52%	-5%	54%	-7%
Cohort Comparison						
07	2021					
	2019	35%	51%	-16%	52%	-17%
Cohort Comparison		-47%				
08	2021					
	2019	45%	57%	-12%	56%	-11%
Cohort Comparison		-35%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	56%	47%	9%	55%	1%
Cohort Comparison						
07	2021					
	2019	24%	57%	-33%	54%	-30%
Cohort Comparison		-56%				
08	2021					
	2019	55%	60%	-5%	46%	9%
Cohort Comparison		-24%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	40%	46%	-6%	48%	-8%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	49%	67%	-18%	71%	-22%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	98%	59%	39%	61%	37%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	50%	-50%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Data was collected through a quarterly progress monitoring cycle, which included instruments such as STAR, iReady, and district-created progress monitoring assessments.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	77/33.5	88/35.5	108/42
	Economically Disadvantaged			
	Students With Disabilities	3/9.1	4/10.8	7/16.7
	English Language Learners	0/0	4/13.8	4/14.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20/11	41/19.8	60/28.3
	Economically Disadvantaged			
	Students With Disabilities	0/0	0/0	5/12.5
	English Language Learners	0/0	0/0	4/14.8
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged	75/48.4	92/53.2	92/52
	Students With Disabilities	2/16.7	3/21.4	3/21.4
	English Language Learners	0/0	1/6.3	4/25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	56/24.3	86/33.6	108/41.1
	Economically Disadvantaged			
	Students With Disabilities	3/11.5	4/14.3	4/13.3
	English Language Learners	2/7.7	2/7.7	5/17.2
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	135/51.5	176/57.9	183/66.1
	Economically Disadvantaged			
	Students With Disabilities	7/28	8/30.8	6/20.75
	English Language Learners	6/23.1	8/28.6	11/40.7

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	110/58.5	128/65	148/70.8
	Economically Disadvantaged			
	Students With Disabilities	3/17.6	4/22.2	3/15.8
	English Language Learners	0/0	0/0	2/22.2
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	87/39.5	101/41.6	131/51.6
	Economically Disadvantaged			
	Students With Disabilities	3/8.8	2/5.3	4/10.8
	English Language Learners	1/6.7	1/5.9	5/29.4
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	64/24.8	68/25.3	116/40.1
	Economically Disadvantaged			
	Students With Disabilities	1/3	2/6.3	3/8.6
	English Language Learners	1/5.9	0/0	1/5.9

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	10	25	27	17	33	37	8	22			
ELL	24	39	32	24	29	26	23	28			
ASN	67	79		79	69						
BLK	25	38	42	26	39	53	28	38	55		
HSP	41	42	33	41	38	33	39	56	56		
MUL	36	32		48	28						
WHT	51	56	49	56	51	51	46	72	70		
FRL	39	44	38	40	41	39	34	58	56		
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		

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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	482
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	30
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	36
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

School-wide trend in ELA FSA data indicate leveling of ELA Proficiency at 44% and ELA Gains leveling at 48% from the 2018-19 FSA assessment to the 2021-22 FSA assessment.

Grade level trend shows seventh grade increased scores in all three reporting areas for FSA ELA with double digit gains in all three areas. Sixth grade increased in proficiency scores for the L25 reporting group.

Mathematics reported a loss in percent proficient from 56% to 47% and a loss in mathematics gains, 59% to 44% for the same FSA reporting period. Seventh grade reported gains in mathematics proficiency and in proficiency scores for the L25 group of students.

The sub-group focus for the 2020-2021 was Black/African American students and students with disabilities. The Black/African American sub-group did show gains in ELA L25 from 27% (2018-19) to 42% (2020-2021). The same reporting group had gains in the mathematics L25 data from 37% (2018-19) to 53% (2020-2021).

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Mathematics continues to be a focus. Mathematics Gains reflected the greatest loss in percent proficient dropping from 59% proficient in 2018-2019 to 44% proficient in 2020-2021. Mathematics proficiency dropped in sixth and eighth grades with seventh grade showing a 1% increase in percentage proficient. Sixth and eighth grades reported a loss in percent proficient for the L25 group. Subgroups of ESE, ELL and Hispanic students all reported losses in percentage Proficient, Gains, and L25. The African American/Black subgroup reported an increase in the percent proficient in the L25 group up from 37% proficient to 53% proficient.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

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. Additionally, many students were instructed in a Lee Home Connect setting and did not have the advantage of the one-on-one teacher experience in a regular classroom setting.

To assist in addressing this concern, students have the opportunity to attend after school tutoring. Teachers are reviewing student data during Professional Learning Community weekly meetings and adjusting instruction based on the data.

Students are provided time during homeroom to work on their iReady path for mathematics and reading. During the fifth/sixth period block, teachers meet with students and review grades and missing assignments. This serves as a teaching opportunity during this block.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Civics showed an increase on the End of Course exam from 50% proficient in 2018-19 to 62% proficient in 2020-21.

Proficiency for seventh grade increased from 49% in 2018-19 to 60% in 2020-21. The greatest improvement was in the Civics scores for eighth grade with an increase from 55% in 2018-19 to 89% in 2020-21.

Our targeted groups from the 2020-21 school year performed the same for both years or increased in the percent proficient. The African/American subgroup increased on their assessment from 32% in 2018-19 to 38 in 2020-21.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Teachers have been working with District coaching staff and collaborating in Professional Learning Communities on curriculum briefs and State Standards.

What strategies will need to be implemented in order to accelerate learning?

Students have been scheduled into specific reading programs with intervention as appropriate.

Teachers continue to work with District staff to monitor progress, remediate and support students to meet Standards.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers attend quarterly Learning and Leading professional development with District staff. Caloosa offers monthly schoolwide professional development on implementing highly effective teaching strategies.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Caloosa will continue to implement these strategies next year to continue to support student learning and sustain improvement.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: A review of the trend data indicates a drop in all areas for mathematics across sixth and eighth grade levels. Some improvement was reflected in the seventh grade Proficiency and seventh grade L25 groups. Mathematics was an area of focus before the last school year. Three year trends indicate the largest drop in mathematics Gains with a drop of 15% from the 2018-19 of 59% to 44% in 2020-21.

Measurable Outcome: The District requires formative assessments be administered district-wide and the data is analyzed across the district and is shared with each school site.
Caloosa will monitor the progress monitoring data to determine if the data is on a path to exceed 28.3% proficient on the quarterly assessment.
The FSA objective for the 2021-22 school year is to increase mathematics proficiency from 47% proficient to 51% proficient.

Monitoring: Data will be collected through a quarterly progress monitoring cycle, which included instruments such as STAR, iReady. and district-created progress monitoring assessments.
Data will be shared with administration for each school site. Administrators will share the data with grade level/department heads which will in turn report the data to the weekly PLC groups.

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

Evidence-based Strategy:

1. Teachers will follow district Curriculum Maps & Instructional Guides.
2. District assessment data will be reviewed.
3. Teachers will have common planning.
4. Coaching opportunities provided to those who are struggling.
5. Individual student data chats with specific goal setting in each class.
6. School-wide data chats with leadership team will occur for goal setting after each assessment.
7. After school tutoring will be provided.
8. School-wide PD focus on High Yield Strategies.

Rationale for Evidence-based Strategy: Caloosa Middle School has effectively implemented the strategies listed above in other academic areas of need and experienced improvement in student gains and proficiency. Research supports professional learning communities focused on data analysis. Caloosa staff attend weekly PLC's to discuss student data and teaching strategies.
The District provides High Yield Strategy professional development to individual schools upon request. Caloosa has participated in the professional development for the last two years with positive outcomes for student learning.

Action Steps to Implement

School-wide data for all content areas assessed will be shared with the staff.

Person Responsible Ann Cole (annfc@leeschools.net)

Weekly PLC team meetings will discuss quarterly progress monitoring data and plan instruction according to the results of the progress monitoring assessment.

Person Responsible Jenniffer Pierson (jenniffermpi@leeschools.net)

Teachers will conduct individual data chats with students to inform students of their instructional progress in all content areas.

Person Responsible Jenniffer Pierson (jenniffermpi@leeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The primary area of concern for Caloosa Middle for the 2021-22 school year will be reducing the number of incidents of tobacco and drug use or possession. Caloosa Middle School had 3 Drug Possession/Use incidents during the 2019-2020 school year, which was 0.33 per 100 students, compared to the state average of 1.34 per 100 students. Caloosa Middle had 31 Tobacco incidents during the 2019-2020 school year, which was 1.42 per 100 students.

School staff will reinforce awareness and the dangers of tobacco and drug use through our Wellness Wednesdays and through our "See Something, Say Something" culture. Our Kindness Club and Model Men Club will promote healthy behaviors throughout campus with awareness campaigns. All staff members including the SRO will work to build relationship with all students. Our mental health team, comprised of two counselors, social worker and a license mental health practitioner will focus on the social and emotional wellbeing of at risk students.

Caloosa teachers and administrators have received Positive Behavior Support training for this school year. Students will be recognized for positive behavior that can be academic or behavioral. Students receive a "paw pat" from teachers and administrators that can be exchanged for rewards during PBS reward days.

The administrative team regularly reviews the school data for academics and behavior. Physical areas of concern are assigned adult monitors throughout the day to check in on areas of the school to ensure all students are conducting appropriate behavior.

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.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

In support of strengthening student academic achievement, Caloosa Middle School, receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school's plan submitted to the local educational agency (LEA).

Caloosa Middle School agrees to implement the following requirements as outlined by Section 1116:

- Involve families, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school improvement plan under Section 1114(b) of the Every Student Succeeds Act (ESSA).
- Update the school parent and family engagement policy periodically to meet the changing needs of families and the school, distribute it to the families of participating children, and make the parent and family engagement policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of families with limited English proficiency, families with disabilities, and families of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language families understand.
- If the school improvement plan under Section 1114(b) of the ESSA is not satisfactory to the families of participating children, submit any family comments on the plan when the school makes the plan available to the local educational agency.
- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:
Parent and Family Engagement means the participation of families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - (A) families play an integral role in assisting their child's learning;
 - (B) families are encouraged to be actively involved in their child's education at school;
 - (C) families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
 - (D) other activities are carried out, such as those described in Section 1116 of the ESSA.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
Total:			\$0.00