

Charlotte County Public Schools

# L. A. Ainger Middle School



2021-22 Schoolwide Improvement Plan

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# L. A. Ainger Middle School

245 COUGAR WAY, Rotonda West, FL 33947

<http://yourcharlotteschools.net/lam>

## Demographics

**Principal: Bruce Fourman**

Start Date for this Principal: 7/1/2016

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	81%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (65%) 2017-18: A (62%) 2016-17: B (57%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

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

## School Board Approval

This plan was approved by the Charlotte County School Board on 10/12/2021.

## 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](http://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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# L. A. Ainger Middle School

245 COUGAR WAY, Rotonda West, FL 33947

<http://yourcharlotteschools.net/lam>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2020-21 Title I School</b>	<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Middle School 6-8	No	63%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	18%

## School Grades History

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

## School Board Approval

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## SIP Authority

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<https://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.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

To promote TRUST, RESPECT, ACHIEVEMENT, CHARACTER, and KINDNESS in a positive culture that inspires SUCCESS for ALL.

#### Provide the school's vision statement.

Student Success!

### 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
Harvey, Jeff	Principal	Program and support funding. Monitoring program implementation integrity.
Konrardy, Daryl	Assistant Principal	Curriculum data analytics. Needs assessment. Prescriptive program support measures.
Fourman, Bruce	Assistant Principal	Technology and facilities support. Student discipline and attendance.
Davel, Nicole	Teacher, K-12	Teacher input and observation. Needs assessment. Teacher support. Feedback to the administration from staff regarding efficacy of programs and recommendations from staff.

### Demographic Information

#### Principal start date

Friday 7/1/2016, Bruce Fourman

**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.*

3

**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.*

6

**Total number of teacher positions allocated to the school**

35

**Total number of students enrolled at the school**

703

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

5

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

5

**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	221	238	243	0	0	0	0	702
Attendance below 90 percent	0	0	0	0	0	0	41	56	55	0	0	0	0	152
One or more suspensions	0	0	0	0	0	0	4	33	35	0	0	0	0	72
Course failure in ELA	0	0	0	0	0	0	3	27	19	0	0	0	0	49
Course failure in Math	0	0	0	0	0	0	5	53	41	0	0	0	0	99
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	20	37	46	0	0	0	0	103
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	33	36	45	0	0	0	0	114
Number of students with a substantial reading deficiency	0	0	0	0	0	0	20	37	46	0	0	0	0	103
	0	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	9	54	48	0	0	0	0	111

**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	2	8	5	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	3	3	0	0	0	0	6

**Date this data was collected or last updated**

Monday 8/23/2021

**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	162	197	161	0	0	0	0	520
Attendance below 90 percent	0	0	0	0	0	0	21	51	36	0	0	0	0	108
One or more suspensions	0	0	0	0	0	0	6	3	2	0	0	0	0	11
Course failure in ELA	0	0	0	0	0	0	13	19	11	0	0	0	0	43
Course failure in Math	0	0	0	0	0	0	12	4	4	0	0	0	0	20
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	31	18	29	0	0	0	0	78
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	31	34	21	0	0	0	0	86
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	17	19	20	0	0	0	0	56

**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	2	2	3	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	162	197	161	0	0	0	0	520
Attendance below 90 percent	0	0	0	0	0	0	21	51	36	0	0	0	0	108
One or more suspensions	0	0	0	0	0	0	6	3	2	0	0	0	0	11
Course failure in ELA	0	0	0	0	0	0	13	19	11	0	0	0	0	43
Course failure in Math	0	0	0	0	0	0	12	4	4	0	0	0	0	20
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	31	18	29	0	0	0	0	78
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	31	34	21	0	0	0	0	86
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	17	19	20	0	0	0	0	56

**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	2	2	3	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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				59%	54%	54%	58%	54%	53%
ELA Learning Gains				54%	53%	54%	58%	55%	54%
ELA Lowest 25th Percentile				42%	46%	47%	48%	48%	47%
Math Achievement				71%	63%	58%	66%	59%	58%
Math Learning Gains				78%	61%	57%	57%	57%	57%
Math Lowest 25th Percentile				62%	50%	51%	50%	53%	51%
Science Achievement				61%	59%	51%	66%	57%	52%
Social Studies Achievement				75%	78%	72%	83%	80%	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	56%	49%	7%	54%	2%
Cohort Comparison						
07	2021					
	2019	53%	46%	7%	52%	1%
Cohort Comparison						
08	2021					
	2019	64%	56%	8%	56%	8%
Cohort Comparison						
		-56%				
		-53%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2021					
	2019	54%	51%	3%	55%	-1%
Cohort Comparison						
07	2021					
	2019	62%	62%	0%	54%	8%
Cohort Comparison		-54%				
08	2021					
	2019	76%	47%	29%	46%	30%
Cohort Comparison		-62%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
08	2021					
	2019	60%	55%	5%	48%	12%
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	74%	78%	-4%	71%	3%
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	100%	64%	36%	61%	39%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	62%	38%	57%	43%

### Grade Level Data Review - Progress Monitoring Assessments

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

6th, 7th, and 8th grade students will participate in ClearSight progress monitoring for Math and ELA BOY, MOY, and EOY. 6th, 7th, and 8th grade students with an ELA Achievement Level 1 will participate in Read 180 progress monitoring on a weekly basis.

		Grade 6			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		54/36%	-	82/48%
	Economically Disadvantaged		17/27%	-	30/39%
	Students With Disabilities		6/20%	-	8/25%
	English Language Learners		0/0%	-	2/33%
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		20/20%	68/48%	85/58%
	Economically Disadvantaged		9/20%	29/45%	35/56%
	Students With Disabilities		4/24%	8/31%	8/31%
	English Language Learners		0/0%	2/29%	5/83%
		Number/% Proficiency	Fall	Winter	Spring

<b>Grade 7</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	82/44%	-	114/58%
	Economically Disadvantaged	19/25%	-	39/47%
	Students With Disabilities	5/14%	-	7/18%
	English Language Learners	0/0%	-	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	71/42%	77/48%	92/54%
	Economically Disadvantaged	23/32%	25/37%	30/41%
	Students With Disabilities	1/33%	2/9%	4/16%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	64/34%	88/40%	133/64%
	Economically Disadvantaged	16/21%	24/26%	45/51%
	Students With Disabilities	4/11%	4/9%	4/12%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring

Grade 8					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		57/36%	-	97/52%
	Economically Disadvantaged		21/29%	-	37/43%
	Students With Disabilities		2/9%	-	3/12%
	English Language Learners		0/0%	-	0/0%
			Number/% Proficiency	Fall	Winter
Mathematics	All Students		35/29%	76/51%	96/61%
	Economically Disadvantaged		13/23%	25/35%	41/53%
	Students With Disabilities		2/10%	5/25%	7/30%
	English Language Learners		0/0%	0/0%	0/0%
			Number/% Proficiency	Fall	Winter
Science	All Students		84/60%	-	108/61%
	Economically Disadvantaged		37/52%	-	38/47%
	Students With Disabilities		6/27%	-	9/36%
	English Language Learners		0/0%	-	0/0%
			Number/% Proficiency	Fall	Winter

## 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	25	38	27	29	45	46	23	45	45		
ELL	41	73		41	56						
ASN	64	60		55	40				82		
HSP	50	56	33	60	52	48	32	64	74		
WHT	55	52	38	67	56	54	56	80	72		
FRL	41	45	34	52	53	58	42	69	63		
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	28	41	35	40	53	43	30	50	36		
ELL	40	43		47	71						
HSP	63	54	61	66	75	57	52	79	80		
MUL	47	47		71	87						

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
WHT	58	54	39	71	78	63	62	74	80		
FRL	47	46	40	64	73	60	54	66	71		
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	26	44	45	39	47	39	35	62			
ELL	35	55		60	63	40	46				
ASN					80						
HSP	38	40	41	58	56	40	38	69	80		
MUL	33	45		75	64						
WHT	60	60	47	66	57	51	72	84	72		
FRL	47	53	47	57	53	50	53	80	56		

### 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	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	520
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
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	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	60
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	52
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	59
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	51
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?

Based on data, students at all grade levels in the ELA lowest quartile continue to struggle making gains, specifically students with disabilities. Math continues to show gains each successive year. Civics and science scores show a decline for SWD's and lowest quartile readers. The addition of Intensive Math at the 6th grade level demonstrated movement and gains for students who were scheduled in that class.

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

The greatest need for improvement is SWD Achievement in Social Studies. There was a decline of 12% from the previous year. Overall, the Social Studies Achievement declined by 8%. Paired with a decline in ELA Achievement, a test such as the Civics test, which requires reading and comprehension skills with accelerated vocabulary, would be difficult for SWD to comprehend and process questions.

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

Reading comprehension deficiencies and diminished knowledge of content specific vocabulary were contributing factors to this need for improvement. The Civics assessment is reading intensive. Students may struggle to understand what the question is asking if the student has weak content specific vocabulary or has a difficult time deciphering context clues. We will continue Intensive Reading classes for all Level 1 students. Weekly (READ 180) and bi-weekly (SAVVAS) progress monitoring and small group instruction will help struggling readers by identifying specific deficiencies and targeting instruction toward their needs based on data and teacher evaluation. Content specific vocabulary instruction will provide background knowledge to help improve student reading comprehension specific to civics and science. Civics will also use Mastery Connect as a Progress Monitoring tool 5 times prior to the state assessment. BOY, Interim, MOY, Interim, and EOY progress monitoring for Civics will provide adequate data that can be used to determine areas of targeted instruction and misconception.

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

Math Learning Gains improved by an astounding 21%! Math Help/Tutoring was available everyday for every student. Teacher experience with the curriculum and corroboration with middle schools within the district helped to focus instruction on vital standards and critical concepts. Monthly parent-teacher engagement nights help to improve academic support for student success at home.

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

We added an Intensive Math class for students who were Level 1 or Level 2 students in terms of proficiency. We added only students who were not already in an intensive class for another discipline. Math help is available for all math students before or after school depending on the day. Teachers are working more collaboratively to have lessons consistent across grade levels and sharing ideas to identify and address student deficiencies or error in thinking.

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

We will continue to support struggling students using intensive classes and providing daily math help before and/or after school. Small group instruction and instructional rounds will continue in the intensive math and reading classes. Teachers will continue to have students "chart" personal growth and progress from progress monitoring. The school will continue to use effective computer programs such as READ 180 and i-Ready to supplement instructional rounds, target student's specific deficiencies, and provide feedback regarding student growth and development. The science department will provide additional science instruction and academic support during a Science afterschool program. The Civics teachers have increased their vocabulary instruction to promote a deeper understanding of content specific terms to improve comprehension of documents and questions associated with the documents.

**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.**

Professional development for teachers will be differentiated and intensified based on progress monitoring data on school-based data days. These data days will be scheduled following each progress monitoring window. Teachers will meet formally in grade level teams in the morning to analyze and review data. In the afternoon, differentiated professional learning based on student performance and teacher need will be provided by one or more of the following: Curriculum and Instruction Specialists, PLC Leaders such as: Meghan Hedges for ELA and Joseph Zdanko for Social Studies, and teachers on campus, like Jennifer Harris, who have participated at the district level in initiatives such as Critical Concepts development. Teachers will review Formative Assessment data at PLC meetings held every other week before school with their PLC Leaders. Teachers with common classes will collaborate during common planning to discuss formative assessment development and outcomes.

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

District ESE leadership, FIN, and FDLRS will schedule Professional Development and technical assistance to school staff, related service providers, and administrators to address the following topics to build capacity: Inclusive Education beliefs, Student data with relation to Least Restrictive Environment and achievement, Collaborative Teaching, and Inclusive Scheduling.

**Part III: Planning for Improvement****Areas of Focus:**

**#1. ESSA Subgroup specifically relating to Students with Disabilities****Area of Focus**

**Description and Rationale:** Lowest performing sub-category

**Measurable Outcome:**

The plan is to improve SWD's ELA Achievement by 4% in the next year.

**Monitoring:**

SWD's in the lowest quartile or with a Proficiency Level of 1, will participate in weekly progress monitoring using READ 180 which is identified as having strong evidence for having a statistically significant effect on improving student performance. In addition, after each district-wide progress monitoring window, the district psychometrician shares the data with each school so decisions can be made on appropriate tiered interventions for students. This progress monitoring data is coupled with student performance on classroom formative assessments and teacher observation. Utilizing the data and the MTSS problem solving model, the identification of the component of reading that requires mediation is determined. The school's Literacy Team will review FSA and Progress Monitoring Data to determine deficiencies and will recommend interventions targeting areas of concern. The district PD coordinator is also hosting district level data days to review data and focus instruction.

**Person responsible for monitoring outcome:**

Daryl Konrardy (daryl.konrardy@yourcharlotteschools.net)

**Evidence-based Strategy:**

The lowest achieving SWD's will be enrolled in a Reading Block at each grade level. ELA tutoring will be made available to students before or after school. Continued use of the i-Ready and READ 180 programs for level 1 and 2 achievement level students. Reading intervention teachers will use weekly data from the READ 180 program to make small groups of students within the class based on common student deficiencies. The teacher will use instructional rounds designed with lessons to provide support for the small groups and provide additional focused instruction on areas of weakness. Use of computer based progress monitoring throughout the school year will help teachers make determinations regarding overall student progress. Students scheduled into computer classes that will utilize programs to support ELA Achievement such as Khan Academy.

**Rationale for Evidence-based Strategy:**

These strategies will provide additional support and instruction for struggling readers. Scheduled BOY, MOY and EOY progress monitoring using ClearSight and weekly student ability-based progress monitoring using i-Ready and READ 180. READ 180 and i-Ready are reading programs identified as having strong evidence for having a statistically significant effect on improving student performance. Teacher small group instruction will also be used to make determinations about individual student barriers to ELA success.

**Action Steps to Implement**

Identify Lowest Performing ELA SWD's based on FSA, Progress Monitoring Data, and recommendation by ESE Liaison based on IEP. 100% of ELA Achievement Level 1 ESE students not scheduled in a Unit Classroom with Learning Strategies will be scheduled in Intensive Reading. We will look for average growth in student progress in from week to week based on data from the students' weekly participation on READ 180.

**Person Responsible**

Daryl Konrardy (daryl.konrardy@yourcharlotteschools.net)

Schedule Lowest Performing ELA SWD's in Reading Intervention Classes. 100% of ELA Achievement Level 1 ESE students not scheduled in a Unit Classroom with Learning Strategies as a class will be scheduled in Intensive Reading.

**Person Responsible** Daryl Konrardy (daryl.konrardy@yourcharlotteschools.net)

Identify Lowest Performing ELA Non-SWD's based on FSA, Progress Monitoring Data, and recommendation of the student's teachers.

**Person Responsible** Daryl Konrardy (daryl.konrardy@yourcharlotteschools.net)

Schedule Lowest Performing ELA Non-SWD's in Reading Intervention Classes. 100% of ELA Achievement Level 1 students will be scheduled in Intensive Reading.

**Person Responsible** Daryl Konrardy (daryl.konrardy@yourcharlotteschools.net)

Weekly classroom walkthroughs to help monitor progress and celebrate student achievement and growth. We will monitor the growth based on the results of Formative Assessments.

**Person Responsible** Daryl Konrardy (daryl.konrardy@yourcharlotteschools.net)

Implementation of Critical Concepts to help students understand what is expected and develop goals to achieve academic growth.

**Person Responsible** Daryl Konrardy (daryl.konrardy@yourcharlotteschools.net)

**#2. Culture & Environment specifically relating to School Safety****Area of****Focus****Description and Rationale:**

Based on the Safe Schools for Alex database, L.A. Ainger ranks in the "Very High" category for incidents. Two of the 3 categories, "Violent Incidents" and "Drug/Public Order Incidents" are considered very high by comparative standards to other middle schools.

**Measurable Outcome:**

We are aiming to reduce the total number of incidents identified in the Safe Schools for Alex by 10% in the next year to less than 7 incidents per 100 students down from 7.8 incidents per 100 students.

**Monitoring:**

Weekly reports of the number of discipline incidents by category will help identify specific areas of concern and patterns in student behavior. Patterns of incidents will help the administration, SRO, Social Worker, and staff anticipate potential concerns and make proactive attempts to have staff available to students as an outlet for productive conflict resolution.

**Person responsible for monitoring outcome:**

Bruce Fourman (bruce.fourman@yourcharlotteschools.net)

**Evidence-based Strategy:**

Educational presentations by the SRO, School Social Worker, Guidance Counselors, Drug Free Charlotte County and Charlotte Behavioral Health. Our school also sponsors clubs to promote a positive school culture and health awareness in students. The GSA (Gay Straight Alliance) seeks to educate and promote understanding and tolerance among students who may lead lifestyles different from their own. SWAT (Students Working Against Tobacco) seeks to educate students about the risks of using tobacco and tobacco related products. PBIS (Positive Behavior Intervention System) is designed to encourage positive interactions among students and staff members in our school community and recognize and reward students for making contributions and efforts to improve the interpersonal relationships within the school.

**Rationale for Evidence-based Strategy:**

These are required presentations for students to have which in large part, target the same concerns Safe Schools for Alex monitors. Additional support and reinforcement of the presentations specific to high frequency behavior incidents of a specific nature may help students remember risks, consequences and coping skills for students to make better decisions in the face of adversity. PBIS is an evidence-based program endorsed by CCPS and implemented at all school sites with proven positive impact on both discipline and academics.

**Action Steps to Implement**

Provide Bully Training to educate and diminish bullying incidents and peer conflicts on campus.

**Person Responsible**

Daryl Konrardy (daryl.konrardy@yourcharlotteschools.net)

Provide Drug, Tobacco, and Alcohol education by Drug Free Charlotte County to help students learn the risks and potential harm of risky activities. Provide alternative activities in lieu of the use of Drugs, Tobacco, Alcohol.

**Person Responsible**

Daryl Konrardy (daryl.konrardy@yourcharlotteschools.net)

Provide mental health and Coping Mechanisms presentation to help educate students about seeking help for issues and develop coping mechanisms rather than seeking risky behaviors to help cope with issues.

**Person Responsible** Daryl Konrardy (daryl.konrardy@yourcharlotteschools.net)

Weekly monitoring of discipline incidents to determine patterns of behavior or areas of concern. Presentation of information to Student Assistance Team at the weekly meeting to determine potential interventions and educational programs to curb undesired behavior.

**Person Responsible** Bruce Fourman (bruce.fourman@yourcharlotteschools.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.

**L.A. Ainger ranks #481 of 553 reporting Middle Schools in Florida. With 7.8 incidents per 100 students, Ainger falls in the "Very High" category for incidents. The state average of incidents per 100 students at the Middle School level is 4.2 incidents. "Violent Incidents" and "Drug/Public Order Incidents" are both considered "Very High" categories for L.A. Ainger while the "Property Incidents" category is "Very Low". The violent incident rate is 4.31 per 100 students and the Drug/Public Order incident rate 3.54 per 100 students. L.A. Ainger actively pursues and investigates reports of bullying and student conflict. Students report other students who use tobacco or tobacco related products to the administration or other adults on campus. Credible reports are investigated thoroughly. L.A. Ainger will continue to foster a relationship with students in which the students feel comfortable confiding in the administration for help, guidance, and resolution to student concerns. The school will continue to use the help of the resource officer, school social worker, guidance counselors, and regular visits from Drug Free Charlotte County to raise awareness and influence students to make better physical choices, find appropriate coping mechanisms, and continue to be advocates for healthy peer relationships. EDIS and reports in Focus will help the administration monitor discipline data on a regular basis to identify trends and the need for targeted training/intervention from the SRO, School Social Worker, or other appropriate district resource.**

### 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 uses PBIS to build relationships and reinforce positive behaviors with staff and students. The Check and Connect mentoring program will continue and include more students and teachers as well as community members as the Check and Connect program continues to expand. The school will continue to participate in and host events integrating all stakeholders including students, parents, staff, and the community. The school's Student Council hosts events on a regular basis to promote positive social student interaction outside of the academic environment. The PTO and SAC provide funding and volunteer to help students have opportunities outside of school to promote well-rounded learning and reward students who exhibit positive behavior in the school. The PTO and SAC express their appreciation for the staff by hosting a variety of opportunities for the staff.

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

Students- receive commendations and rewards for demonstrating positive behaviors that reinforce the school's Mission and promote student academic success and good student attendance.

Staff Members- recognize, promote, and encourage positive student behaviors through verbal reinforcement and recognition. Staff members recognize students demonstrating positive growth and behavior with rewards consistent with the school's incentive program PBIS.

Parents/Community- Provide financial support for school-wide and classroom incentive programs to recognize and promote PBIS. The parents and community also assist with supervision at student reward programs and events.

Administration- The administration is in the hallways during every student transition to provide support, encouragement and greet students as they move from class to class. The administration performs regular walkthroughs in classrooms during which time, many teachers share academic achievements of students. The administration celebrates the success of those classes.

**Part V: Budget**

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: School Safety	\$0.00
<b>Total:</b>			<b>\$0.00</b>