

Charlotte County Public Schools

L. A. Ainger Middle School



2022-23 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: 8/16/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	81%
2021-22 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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (59%) 2018-19: A (65%) 2017-18: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 Charlotte 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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L. A. Ainger Middle School

245 COUGAR WAY, Rotonda West, FL 33947

<http://yourcharlotteschools.net/lam>**School Demographics**

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	81%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	19%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Fourman, Bruce	Principal	Program and support funding. Monitoring program implementation integrity.
Konrardy, Daryl	Assistant Principal	Curriculum data analytics. Needs assessment. Prescriptive program support measures. 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

Tuesday 8/16/2022, Bruce Fourman

Number of teachers with a 2022 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 2022 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.*

20

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

720

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

13

Identify the number of instructional staff who joined the school during the 2022-23 school year.

19

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	232	239	249	0	0	0	0	720	
Attendance below 90 percent	0	0	0	0	0	0	48	43	62	0	0	0	0	153	
One or more suspensions	0	0	0	0	0	0	10	18	64	0	0	0	0	92	
Course failure in ELA	0	0	0	0	0	0	0	7	18	0	0	0	0	25	
Course failure in Math	0	0	0	0	0	0	0	21	30	0	0	0	0	51	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	28	37	54	0	0	0	0	119	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	41	39	43	0	0	0	0	123	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	28	37	54	0	0	0	0	119	

Using the table above, complete the table below with the number of students by current grade level who have 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	32	32	56	0	0	0	0	120	

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	4	2	0	0	0	0	7	
Students retained two or more times	0	0	0	0	0	0	0	3	1	0	0	0	0	4	

Date this data was collected or last updated

Monday 9/5/2022

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	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		

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	

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	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		

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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	54%	49%	50%				59%	54%	54%
ELA Learning Gains	48%	44%	48%				54%	53%	54%
ELA Lowest 25th Percentile	40%	36%	38%				42%	46%	47%
Math Achievement	62%	56%	54%				71%	63%	58%
Math Learning Gains	60%	54%	58%				78%	61%	57%
Math Lowest 25th Percentile	60%	49%	55%				62%	50%	51%
Science Achievement	56%	51%	49%				61%	59%	51%
Social Studies Achievement	74%	72%	71%				75%	78%	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	2022					
	2019	56%	49%	7%	54%	2%
Cohort Comparison						
07	2022					
	2019	53%	46%	7%	52%	1%
Cohort Comparison		-56%				
08	2022					
	2019	64%	56%	8%	56%	8%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	54%	51%	3%	55%	-1%
Cohort Comparison						
07	2022					
	2019	62%	62%	0%	54%	8%
Cohort Comparison		-54%				
08	2022					
	2019	76%	47%	29%	46%	30%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	60%	55%	5%	48%	12%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	74%	78%	-4%	71%	3%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	64%	36%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	62%	38%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	27	35	28	35	54	52	21	47			
ELL	48	36		45	48			91			
ASN	64	70		82	80						
BLK	10			36							
HSP	51	43	36	48	49	45	41	78	75		
MUL	53	50		47	44						
WHT	55	49	40	64	62	62	58	74	74		
FRL	44	45	35	50	54	62	41	66	55		
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						

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
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						
WHT	58	54	39	71	78	63	62	74	80		
FRL	47	46	40	64	73	60	54	66	71		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	59
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	
Total Points Earned for the Federal Index	528
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	54
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	23
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
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%	0
Multiracial Students	
Federal Index - Multiracial Students	49
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	60
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	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

6th Grade ELA and Math made gains in overall achievement. 7th and 8th Grade ELA and Math Achievement scores continue to be lower than previous highs from 2019. Based on data, students at all grade levels in the ELA lowest quartile continue to struggle making gains. None of the 4 subgroups identified, Students with Disabilities 28%, Hispanic Students 36%, White Students 40%, and Free and Reduced Lunch Students 35%, in the data were above 40% Learning Gains for the lowest quartile. Math achievement showed an increase from 2021 in 3 of 6 subcategories. Math Learning Gains showed significant growth in 5 of 6 subcategories from 2021 as did Math Learning Gains in the Lowest Quartile. Civics scores remain steady with 75% of students passing the EOC as compared to 76% in 2021. Science scores increased to 56% proficient from 53% proficient the year before.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on F.A.S.T. Math Progress Monitoring 1, students with Achievement Level 1 or 2 are targeted for improvement. 95% of 8th grade students scored a Level 1 or 2 on the 8th Grade Math PM1. 68% of 7th graders scored a Level 1 or 2 on the 7th Grade Math PM1 and 90% of 6th graders scored a Level 1 or 2 on the 6th Grade Math PM1. For F.A.S.T. ELA PM1, 60% of 6th graders scored a Level 1 or 2 on the 6th Grade ELA PM1, 60% of 7th graders scored a Level 1 or 2 on the 7th Grade ELA PM1, and 69% of 8th graders scored a Level 1 or 2 on the 8th Grade ELA PM1. Students with Disabilities and Black/African American Students ELA Learning Gains are an area for improvement based on Spring 2022 data. Overall ELA Learning gains and Learning Gains for students in the Lowest Quartile continue to be a targeted area for improvement.

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. 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. Limiting Intensive Reading Classes to Level 1 Readers and providing a Targeted ELA Class for Level 2 Readers will group students with similar abilities and deficiencies creating classes with more targeted interventions to help students achieve proficiency. Content specific vocabulary instruction will provide background knowledge to help improve student reading comprehension specific to civics and science. Civics and Science will also use Mastery Connect as a Progress Monitoring tool 3 times prior to the state assessment. BOY, MOY, and EOY progress monitoring for Civics and Science will provide adequate data that can be used to determine areas of targeted instruction and misconception. The introduction of Intensive Math at all 3 grade levels will help struggling Math students by providing foundational Math knowledge in concepts required for higher order Math problems.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on the F.A.S.T. ELA PM1, 40% of 6th Graders, 40% of 7th Graders, and 31% of 8th Graders have already demonstrated proficiency in Reading. Based on Spring FSA 2022 data, Learning Gains in Math and Learning Gains in the Lowest Quartile in Math both showed improvement of 6% and 8% from the previous year.

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

Intensive Reading, the use of critical concepts, and early introduction of the B.E.S.T ELA standards helped our students achieve high levels of proficiency on the F.A.S.T ELA PM1. The introduction of Intensive Math last year helped struggling Math students develop the foundational knowledge to become more proficient in Math.

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 READ 180 and Math 180 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 Zdarko 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. Teachers in our Unit Classes will continue to collaborate with ELA and Math teachers to target learning deficiencies and misconceptions.

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.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

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

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

ELA Performance and Learning Gains for Students with Disabilities and Black/African American Students are both identified as TS&I ESSA Subgroups.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The plan is to improve SWD's and Black/African American ELA Achievement by 4% in the next year.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

SWD's in the lowest quartile or with a Proficiency Level of 1, will participate in weekly progress monitoring using READ 180 as well as System 44, both 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 Curriculum and Instruction Specialists are 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: Describe the evidence-based

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 READ 180 program or System 44 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. District formative assessments will also help teachers by providing data related to student

strategy being implemented for this Area of Focus.

achievement on grade level assessments. The teacher will facilitate small group instruction with lessons designed to provide literacy support for the students with additional focus on areas of weakness. Use of computer based progress monitoring throughout the school year will help teachers make determinations regarding overall student progress.

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.**

These strategies will provide additional support and instruction for struggling readers. Scheduled F.A.S.T PM1 and F.A.S.T. PM2 as well as weekly student ability-based progress monitoring using READ 180. READ 180 and System 44 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Regular collection of data from F.A.S.T. Progress Monitoring opportunities as well as READ 180 and System 44 data for teachers to make instructional decisions to fill gaps in student knowledge and understanding. Data meetings for teachers to collaborate regarding instructional methods to help students improve their literacy. Students with deficits in literacy will be identified, monitored, and scheduled into appropriate classes as outlined by the district's Comprehensive Evidence-Based Reading Plan. Students will also be scheduled based on the Best Practices for Inclusive Education to provide the least restrictive environment while maintaining adequate support to provide for academic and social growth and to promote academic independence.

Person Responsible

Daryl Konrardy (daryl.konrardy@yourcharlotteschools.net)

#2. Positive Culture and Environment specifically relating to Discipline and Attendance

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Based on the Safe Schools for Alex database, L.A. Ainger ranks in the "Very High" category for incidents. One of the 3 categories, "Drug/Public Order Incidents" is considered very high by comparative standards to other middle schools. "Violent Incidents" is considered in the "High" category. During the 2021-22 school year, more than 27%, or 169 students, were either moderately or severely chronic absentees. Visual observation by administration also reported habitual tardy students in the hallways after the tardy bell for class rang.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>We are aiming to reduce the total number of incidents identified in the Safe Schools for Alex in the next year to less than 7 incidents per 100 students, down from 8 incidents per 100 students.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Weekly reports of the number of discipline incidents by category, student absences, and student tardiness, 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.</p>
Person responsible for monitoring outcome:	<p>Bruce Fourman (bruce.fourman@yourcharlotteschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>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</p>

implemented for this Area of Focus. recognize and reward students for making contributions and efforts to improve the interpersonal relationships within the school. PBIS will also monitor student attendance and timeliness to class to further reinforce school expectations.

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. Teachers also participated in De-escalation Training before the beginning of the school year to help identify strategies to help students struggling to follow school procedures and expectations.

Explain the rationale for selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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)

Weekly attendance team meetings to discuss interventions for frequent absenteeism and tardy to class behaviors. Home visits by the social worker and meetings with guidance counselors for students who are of concern with regard to attendance.

Person Responsible Bruce Fourman (bruce.fourman@yourcharlotteschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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.