

The School District of Lee County

Lehigh Acres Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Lehigh Acres Middle School

651 SUNRISE BLVD., Lehigh Acres, FL 33936

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

School Board Approval

This plan was approved by the Lee County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

To create a unique learning environment that prepares the whole child for life experiences.

Provide the school's vision statement.

Empowering lifelong learners to thrive in a global community

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Freeman, Michelle	Principal	<p>Achieve results on the school’s goals and demonstrate that student learning is the top priority through leadership actions that build and support a learning organization focused on student success.</p> <ul style="list-style-type: none"> ▪ Enable faculty and staff to work as a system focused on student learning and engage faculty and staff in efforts to close learning performance gaps among student subgroups within the school. ▪ Maintain a school climate that supports student engagement in learning and generates high expectations for learning growth by all students. ▪ Work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments. ▪ Implement the Florida Educator Accomplished Practices as described in Rule 6A-5.065, Florida Administrative Code through a common language of instruction. ▪ Engage in data analysis for instructional planning and improvement and communicate the relationship among academic standards, effective instruction, and student performance. ▪ Implement the District’s adopted curricula and state’s adopted academic standards in a manner that is rigorous and culturally relevant to the students and school and ensure the appropriate use of high-quality formative and interim assessments aligned with the adopted standards and curricula. ▪ Recruit, retain, and develop an effective and diverse faculty and staff. ▪ Generate a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan. ▪ Evaluate, monitor, and provide timely feedback to faculty on the effectiveness of instruction.
Fine, Mary	Assistant Principal	<p>Assist in achieving results on the school’s goals and demonstrate that student learning is the top priority through leadership actions that build and support a learning organization focused on student success.</p> <ul style="list-style-type: none"> ▪ Enable faculty and staff to work as a system focused on student learning and engage faculty and staff in efforts to close learning performance gaps among student subgroups within the school. ▪ Facilitate a school climate that supports student engagement in learning and generates high expectations for learning growth by all students. ▪ Assist in the development and implementation of an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments. ▪ Engage in data analysis for instructional planning and improvement and communicate the relationships among academic standards, effective instruction, and student performance. ▪ Assist in the implementation of the District’s adopted curricula and State’s adopted academic standards in a manner that is rigorous and culturally relevant to the students and school and ensure the appropriate use of high-quality formative and interim assessments. ▪ Generate a focus on student and professional learning in the school that is clearly lined to the system-wide strategic objectives and the School

Name	Position Title	Job Duties and Responsibilities
Lewis, Vincent	Assistant Principal	<p>Improvement Plan.</p> <ul style="list-style-type: none"> ▪ Assist in establishing and monitoring a school learning environment that improves learning for a diverse student population and maintains a safe, respectful, and inclusive student-centered learning environment that is focused on equitable opportunities for learning. ▪ Assist with supporting continuous improvement processes focused on the students' opportunities for success and well-being. ▪ Engage faculty in recognizing issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps. ▪ Use critical thinking and problem-solving techniques to define problems, identify solutions, and evaluate decision for effectiveness. ▪ Promote teacher-leadership functions focused on instructional proficiency and student learning. ▪ Assist in developing sustainable and supportive relationships between school leaders, parents, the community, higher education, and business leaders. <p>Assist in achieving results on the school's goals and demonstrate that student learning is the top priority through leadership actions that build and support a learning organization focused on student success.</p> <ul style="list-style-type: none"> ▪ Enable faculty and staff to work as a system focused on student learning and engage faculty and staff in efforts to close learning performance gaps among student subgroups within the school. ▪ Facilitate a school climate that supports student engagement in learning and generates high expectations for learning growth by all students. ▪ Assist in the development and implementation of an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments. ▪ Engage in data analysis for instructional planning and improvement and communicate the relationships among academic standards, effective instruction, and student performance. ▪ Assist in the implementation of the District's adopted curricula and State's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school and ensure the appropriate use of high-quality formative and interim assessments. ▪ Generate a focus on student and professional learning in the school that is clearly lined to the system-wide strategic objectives and the School Improvement Plan. ▪ Assist in establishing and monitoring a school learning environment that improves learning for a diverse student population and maintains a safe, respectful, and inclusive student-centered learning environment that is focused on equitable opportunities for learning. ▪ Assist with supporting continuous improvement processes focused on the students' opportunities for success and well-being. ▪ Engage faculty in recognizing issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> ▪ Use critical thinking and problem-solving techniques to define problems, identify solutions, and evaluate decision for effectiveness. ▪ Promote teacher-leadership functions focused on instructional proficiency and student learning. ▪ Assist in developing sustainable and supportive relationships between school leaders, parents, the community, higher education, and business leaders.
Teixeira, Miguel	Instructional Coach	<p>Instruct students approximately 50% of the time, preferably in a core subject area, and fulfill instructional coaching duties approximately 50% of the time.</p> <ul style="list-style-type: none"> ▪ Design and deliver professional development opportunities at the school level for faculty and staff. ▪ Provide one-on-one and group mentoring to apprentice and mentor teachers. ▪ Model, observe, and provide feedback to teachers through the utilization of an instructional coaching cycle. ▪ Lead and guide professional learning communities through data analysis that results in the selection, implementation, and evaluation of research-based instructional strategies. ▪ Work collaboratively with the building principal, assistant principal, faculty, and staff to address site-based professional learning needs. ▪ Provide a schedule of activities including lesson plans and a professional development calendar to be shared with teachers and administrators. ▪ Assist in identifying and developing future leaders in the building.
Saintine Joseph, Felicha	Behavior Specialist	<ul style="list-style-type: none"> ▪ Provide direct instructional and behavioral assistance/support to the teachers and assistants of the ESE team. ▪ Evaluate and report on functional behavior assessments for students currently receiving ESE services. ▪ Provide guidance to Individual Educational Plan (IEP) teams in writing positive behavior interventions plans (PBIPs) and functional behavior assessments (FBAs). ▪ Collaborate with teachers to design and implement individual behavior systems for students currently receiving ESE services. ▪ Design and/or provide staff development to teachers and/or assistants of exceptional education students related to behavioral interventions strategies and/or techniques. ▪ Provide support with data collection/analysis and assist with behavioral observations for students currently receiving ESE services; write follow-up reports related to student behavior. ▪ Perform Medicaid administrative claims reimbursable activities as directed in accordance with Chapter 3 of the federally approved School District Administrative Claiming (SDAC) Guide. ▪ Assist general education teachers/staff regarding modifications, accommodations, and instructional and behavioral techniques to ensure academic and behavioral success for students currently receiving ESE services. ▪ Collaborate with teachers to create schedules that ensure implementation of

Name	Position Title	Job Duties and Responsibilities
		<p>social skills instruction to meet the needs of the students.</p> <ul style="list-style-type: none"> ▪ Support faculty and staff in short-term crisis management for students when their behavior is a danger to self, others, or property. ▪ Collaborate with faculty/staff to facilitate inclusion of students with disabilities and serve as parent/school/community liaison and ESE student advocate. ▪ Attend monthly behavior specialist meetings. ▪ Maintain current certification in de-escalation and appropriate physical intervention techniques using Board-recommended programs.
Boyle, Shannon	Teacher, ESE	<p>Provide direct and indirect instructional support to students in a positive environment.</p> <ul style="list-style-type: none"> ▪ Employ special educational strategies and techniques during instruction to improve the development of sensory- and perceptual motor skills, language, cognition, and memory. ▪ Instruct students in academic subjects using a variety of techniques such as phonetics, multi-sensory learning, and repetition to reinforce learning and to meet students' varying needs and interests. ▪ Teach socially acceptable behavior as determined by the students' IEPs by employing techniques in an overall positive behavioral support system. ▪ Modify the general education curriculum for students with disabilities and alternative assessment students based upon a variety of instructional techniques and technologies. ▪ Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate. ▪ Establish and enforce rules for behavior and procedures for maintaining an environment conducive to learning for all students. ▪ Provide for implementation of physician-ordered procedures and medications. ▪ Meet with parents to discuss their child's progress and to determine priorities for their child's and their individualized educational needs.
Schultz, Scott	Teacher, K-12	<ul style="list-style-type: none"> ▪ Plan and organize the school administration of all District-wide assessments. ▪ Provide training to all teachers regarding appropriate test administration procedures. ▪ Collaborate with school colleagues, especially the Technology Specialist, to ensure proper preparation for assessment administration. ▪ Accurately distribute, manage, and return all assessment materials. ▪ Attend District test administration and interpretation workshops. ▪ Maintain accurate test administration records (i.e., absences, invalidations, etc.) ▪ Ensure availability to answer questions from teachers and parents. ▪ Report any assessment irregularities to the principal and District testing director. ▪ Attend staff meetings and participate in conferences and other trainings to enhance job performance. ▪ Seek out professional development opportunities and maintain professional licensure and certifications. ▪ Promote the District's interest in increasing student achievement by working with the educational interests of students in mind at all times. ▪ Maintain positive communication with colleagues, community members, parents, and students to promote an increase in community engagement in education. ▪ Support the retention of

Name	Position Title	Job Duties and Responsibilities
		<p>Highly Effective and Effective employees by exhibiting professionalism and making positive contributions to workplace morale. ▪ Promote a culture of high performance and continuous improvement by valuing learning and making a commitment to quality.</p>
Arteaga, Gerardo	Dean	<p>Assist with protecting the health and welfare of students.</p> <ul style="list-style-type: none"> ▪ Maintain a healthy and safe environment for students and staff. ▪ Maintain fair, reasonable, and consistent student discipline within the school. ▪ Assist students in establishing high standards of conduct and provide recommendations for conflict resolution. ▪ Assist with the implementation of programs related to the Student Code of Conduct consistent with Florida Statutes, School Board Policy, and established procedures. ▪ Assist with the implementation of programs related to attendance consistent with Florida Statutes, School Board Policy, and established procedures. ▪ Investigate, adjudicate, and monitor infractions of the Student Code of Conduct in a fair and just manner in accordance with School Board Policy and due process, including student complaints. ▪ Interview students, witnesses, parents/guardians, and staff as part of attendance and disciplinary investigations ▪ Schedule and conduct conferences with parents/guardians and teachers related to attendance and discipline issues. ▪ Report illegal acts to the appropriate administrators or outside authorities. ▪ Present the school’s case in due process proceedings for suspensions and expulsions. ▪ Suspend students from school in accordance with Board policy and state law. ▪ Readmit students upon completion of out-of-school suspensions and facilitate re-entry meetings between students and teachers. ▪ Monitor progressive discipline data involving detentions, classroom referrals, Saturday detentions, and in-school suspensions. ▪ Assist in the development of alternative interventions for chronic attendance and discipline issues.
Reid, Iglory	Science Coach	<p>Work with teachers to ensure that science programs are implemented with fidelity. ▪ Provide direct, classroom-based, professional development for teachers through regular modeling of research-based science instruction. ▪ Work with all teachers (including Exceptional Student Education, content area, and elective areas) in the school they serve, prioritizing coaching and mentoring time with those teachers, activities, and roles that will have the greatest impact on student achievement. ▪ Assist teachers in providing appropriate science intervention instruction for struggling students, including those who are Limited English Proficient. ▪ Model lessons in effective science instruction, including lessons that provide differentiated instruction. ▪ Facilitate teacher study groups regarding current science research and effective science instruction. ▪ Organize and lead staff development programs which are needs-based and focused on the accomplishments of the established science benchmarks. ▪ Demonstrate interpersonal skills as a member of an</p>

Name	Position Title	Job Duties and Responsibilities
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academic coaching team and build trust with teachers and school leadership.

- Coach teachers in effective instructional strategies in a variety of content areas.
- Coordinate and schedule ongoing professional development of teachers in the building through activities such as coaching grade level meetings, classroom demonstrations, and study groups.
- Model enthusiasm, commitment, and intensity for focused science instruction.
- Provide instructional support for teachers in the implementation of the initiatives of the Department of Education for the State of Florida and Lee County.
- Assist content area teachers by providing and demonstrating effective strategies for content instruction to students.
- Coach teachers in the latest techniques for the prevention and remediation of science problems.
- Model effective teaching strategies and techniques.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The SIP draft is created by the school administration team. It is then disseminated to the department leaders, who will present data and goals to the department teachers and staff. A planning meeting will be conducted and goals will reviewed and revised by the department teams. The SIP will be presented at the first SAC meeting of the year, and parent feedback will be gathered and considered prior to finalization of the SIP.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

School goals and the SIP will be embedded into all PLC meetings and will be the focal point of each scheduled collaborative team meeting. A monthly administrative walkthrough schedule and quarterly administrative data chat schedule has been devised. We will use Progress Monitoring and Exemplar data, as well as walkthrough data, to determine if the identified strategies/interventions/activities were effective in addressing the major problem areas and root causes as identified in our needs assessment. As walkthroughs and data chats are conducted, the team will meet to determine the level of support needed for the educator in the classroom to aid in closing the existing achievement gap in the classroom.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

<p>2023-24 Status (per MSID File)</p>	<p>Active</p>
<p>School Type and Grades Served (per MSID File)</p>	<p>Middle School 6-8</p>

Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	85%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	154	187	159	500
One or more suspensions	0	0	0	0	0	0	38	67	48	153
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	18	2	7	27
Course failure in Math	0	0	0	0	0	0	16	6	4	26
Level 1 on statewide ELA assessment	0	0	0	0	0	0	155	213	159	527
Level 1 on statewide Math assessment	0	0	0	0	0	0	156	161	106	423
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	125	144	101	370

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	172	97	141	410
One or more suspensions	0	0	0	0	0	0	34	57	48	139
Course failure in ELA	0	0	0	0	0	0	0	8	8	16
Course failure in Math	0	0	0	0	0	0	0	9	11	20
Level 1 on statewide ELA assessment	0	0	0	0	0	0	149	122	186	457
Level 1 on statewide Math assessment	0	0	0	0	0	0	182	152	162	496
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	128	129	151	408

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	172	97	141	410
One or more suspensions	0	0	0	0	0	0	34	57	48	139
Course failure in ELA	0	0	0	0	0	0	0	8	8	16
Course failure in Math	0	0	0	0	0	0	0	9	11	20
Level 1 on statewide ELA assessment	0	0	0	0	0	0	149	122	186	457
Level 1 on statewide Math assessment	0	0	0	0	0	0	182	152	162	496
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	128	129	151	408

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	40	48	49	35	48	50	37		
ELA Learning Gains				40			45		
ELA Lowest 25th Percentile				34			43		
Math Achievement*	42	56	56	41	32	36	34		
Math Learning Gains				56			33		
Math Lowest 25th Percentile				62			33		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	30	45	49	29	51	53	33		
Social Studies Achievement*	54	64	68	57	53	58	53		
Middle School Acceleration	61	80	73	79	45	49	65		
Graduation Rate					44	49			
College and Career Acceleration					66	70			
ELP Progress	23	29	40	50	78	76	41		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	250
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	483
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	18	Yes	4	4
ELL	25	Yes	1	1
AMI				
ASN	59			
BLK	43			
HSP	38	Yes	1	
MUL	49			
PAC				
WHT	56			
FRL	40	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	3	3
ELL	41			
AMI				
ASN				
BLK	47			
HSP	48			
MUL	42			
PAC				
WHT	51			
FRL	46			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	40			42			30	54	61			23
SWD	14			19			15	27			5	14
ELL	22			26			14	39			5	23
AMI												
ASN	50			67							2	
BLK	38			35			25	53	62		6	44
HSP	38			40			27	51	52		6	20
MUL	46			62			40				3	
PAC												
WHT	46			53			40	71	71		5	
FRL	38			40			29	51	60		6	22

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	35	40	34	41	56	62	29	57	79			50
SWD	10	25	19	11	41	50	13	21				40
ELL	20	34	37	28	50	62	18	39	71			50
AMI												
ASN												
BLK	32	38	40	35	57	61	18	60	80			46
HSP	35	40	33	40	55	60	32	55	77			49
MUL	30	41		37	59		27	60				
PAC												
WHT	39	37	27	51	56	70	32	61	86			
FRL	31	38	34	36	55	62	25	55	74			48

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	37	45	43	34	33	33	33	53	65			41
SWD	5	26	32	7	16	20	10	31				11
ELL	20	44	50	21	31	31	19	44	43			41

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN	55	55		82	55							
BLK	34	45	41	26	26	23	23	49	68			31
HSP	36	47	48	34	34	34	30	54	60			41
MUL	43	39		46	31		64	53	60			
PAC												
WHT	42	41	26	47	43	53	55	55	76			
FRL	32	42	42	29	31	32	26	49	59			32

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	38%	44%	-6%	47%	-9%
08	2023 - Spring	35%	44%	-9%	47%	-12%
06	2023 - Spring	36%	44%	-8%	47%	-11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	45%	52%	-7%	54%	-9%
07	2023 - Spring	35%	37%	-2%	48%	-13%
08	2023 - Spring	42%	60%	-18%	55%	-13%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	28%	43%	-15%	44%	-16%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	63%	39%	24%	50%	13%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	43%	57%	48%	52%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	48%	59%	-11%	66%	-18%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

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

It is noted that there has been a significant decline in achievement levels in ELA/Reading, particularly in 6th and 8th grade. Science has consistently been an area of opportunity. Even with slight improvement, proficiency levels are sitting at 30.3% rising from 29%. A widely contributing factor to the decline in both ELA/Reading and Science is teacher attendance and teacher retention. Additionally, maintaining and elevating the rigor of instruction can be difficult when teachers are new to the craft. This is a contributing factor for the decline in Algebra, as well as the stagnation in Science. Year over year we have experienced a shortage in highly qualified reading, math, and science teachers.

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

Algebra scores have declined from 85% to 63% achievement. Maintaining and elevating the rigor of instruction can be difficult when teachers are new to the craft, as we have experienced with the math department. This is a contributing factor for the decline in Algebra. Year over year we have experienced a shortage in highly qualified math teachers.

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

The data component with the greatest gap is currently grade 7 mathematics with a 13 point disparity. Additionally, grade 8 ELA with a 12 point disparity. The gap between state and school can be attributed to a generally new teaching team in the 7th grade math department, leaning on teachers new to the

country and to the subject as a whole. The ELA gap can be best attributed to the lack of highly qualified reading teachers available. Reading and ELA also experienced high degrees of teacher absenteeism.

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

Mathematics achievement in 6th, 7th, and 8th grade math showed the greatest improvement. 6th grade showed the most improvement, moving from 30% proficiency to 47.5% proficiency. 7th grade math increased by 5.8%, and 8th grade increased by 2.4%. The district's progression and placement contributed to the 17.5% overall increase in proficiency. Additionally, a dedicated math coach and math PCT and adherence to district instructional guides ensured quality instruction in each room.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Two potential areas of concern are students absent 10% or more days, with 500 total students making up approximately 35% of our student population. Additionally, students performing at a level 1 on the statewide ELA assessment comprise 37% of our student population. A third area of concern is our number of students with two or more EWS indicators, equaling 26% of our student population.

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

- ESSA Subgroup- SWD
- Proficiency in ELA/Reading
- Proficiency in 8th Grade Science
- Teacher Recruitment and Retention
- Professional Learning Communities

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students with Disabilities is the remaining ESSA subgroup that is below the federal benchmark at 26%. This is a critical area of focus moving into FY24.

Measurable Outcome:

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

Based on the administration of state progress monitoring at the end of the school year 23-24, the Students with Disabilities subgroup will increase from 26% to 35% on the overall federal index calculation.

Monitoring:

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

With the current assessment model, we will have progress monitoring data mid year to determine the federal percent of points index for the sub group. We will be able to track student progress using the data from this assessment.

Person responsible for monitoring outcome:

Mary Fine (maryef@leeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Close reads are being implemented system wide. These reads incorporate high yield strategies including collaborative structures and higher order thinking questions. Additionally, paraprofessional support has been scheduled into literacy classes to supplement co-taught math and language arts support.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Close reading for deeper learning is a documented strategy to achieve comprehension with complex text. According to Hattie, small group instruction has an effect size of .47 and is considered an effective strategy. With the current curriculums used in intensive reading, paraprofessional support can facilitate the implementation of small group instruction.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Close reads have been provided through the district office. Monitoring this data through ESE PLC groups will guide further support needed in literacy. The PLC facilitator will provide the data to the team and help with the analysis.

Person Responsible: Felicha Saintine Joseph (felichas@leeschools.net)

By When: Monthly

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ELA/Reading achievement level scores have declined over three successive years on the Florida Standards Assessment. As per BEST, achievement level data shows a decline specifically in 6th grade and 8th grade ELA. This data indicates that this is an area of critical need.

Measurable Outcome:

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

As the switch to BEST standards and FAST assessments occurs, we will monitor achievement levels only for ELA. Based on the end of year FAST progress monitoring assessment, ELA achievement scores will move from 38.8% to 45%.

Monitoring:

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

The FAST progress monitoring assessment is delivered three times a year. Monitoring of student achievement will occur at each administration.

Person responsible for monitoring outcome:

Vincent Lewis (vincentel@leeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Implementation of a comprehensive literacy plan to include systematic vocabulary instruction through morphemes, collaborative structures, writing to learn, and distributed summarizing. Additionally, regular close reads have been added to the instructional calendar. Staff will be implementing cooperative learning strategies across all ELA classes, including appropriate groupings of students. Small group interventions will be implemented to appropriately capture our identified subgroup, SWD.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The strategies chosen have been endorsed by the district as high yield strategies and are proven research based strategies to maintain and accelerate achievement in literacy.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

A comprehensive study of morphology is to be developed and initiated through homeroom class.

Person Responsible: Sarah Detar (sarahde@leeschools.net)

By When: Weekly

Close reads to include higher order thinking questions and collaborative learning structures have been provided by the district. The data from this initiative will be analyzed in ELA PLC. Teachers will address deficiencies through remediation and just in time learning.

Person Responsible: Sarah Detar (sarahde@leeschools.net)

By When: Monthly

#3. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The school district has adopted a goal of building school capacity through high reliability protocols. This begins at the professional learning community level. Although we have had a very strong PLC culture at Lehigh Acres Middle, we will need to address some modifications to align to the protocols of HRS and maintain and build from HRS 1 to HRS 2.

Measurable Outcome:

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

By the end of the 23-24 school year, Lehigh Acres Middle collaborative teams will address learning indicators in level 1 of the high reliability schools framework--a safe, supportive, and collaborative culture and will have moved into HRS level 2.

Monitoring:

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

Agendas and Minutes from collaborative team meetings, as well as survey results and planned professional development will be monitored.

Person responsible for monitoring outcome:

Mary Fine (maryef@leeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The high reliability schools framework is an evidenced based system to address school competencies.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

High reliability schools framework has been adopted and endorsed by the district to address student achievement and growth.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

All leadership team members to attend high reliability training.

Person Responsible: Mary Fine (maryef@leeschools.net)

By When: End of 24' School Year

Leadership to lead collaborative teams through the processes outlined in high reliability schools.

Person Responsible: Mary Fine (maryef@leeschools.net)

By When: Weekly

#4. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Given the current teacher shortage state wide, retaining teachers has become a critical need for schools. At the end of the 22-23 school year, Lehigh Acres Middle had 34.4% of the faculty leave for other positions or move from the area. The 23-24 school year will begin with 79.06% of positions unfilled. This negatively impacts student achievement.

Measurable Outcome:

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

In the 23-24 school year, Lehigh Acres Middle will move from 65.6% retention to 90% retention of teaching staff.

Monitoring:

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

Teacher absenteeism and teacher resignations will be monitored throughout the year using the LMS system.

Person responsible for monitoring outcome:

Michelle Freeman (michellehf@leeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Level 1 high reliability schools implements a framework that builds a safe, supportive, and collaborative culture. This will mitigate teacher loss.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Implementing high reliability schools protocols helps to shift school culture and transform teacher efficacy.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Attend high reliability schools training with leadership members to acquire the necessary skills to implement the strategies embedded in the framework.

Person Responsible: Mary Fine (maryef@leeschools.net)

By When: End of 24' School Year

Work with collaborative team facilitators to implement the strategies included in the high reliability framework.

Person Responsible: Mary Fine (maryef@leeschools.net)

By When: Weekly

#5. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Achievement on the required end of year science assessment has declined or stagnated over the last three years of administration. From FY22 to FY23, science achievement has increased .3%, from 29% to 30.3%, therefore making it a critical needs area.

Measurable Outcome:

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

Achievement on the end of year assessment will increase from 30.3% to 35%.

Monitoring:

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

Progress monitoring assessments will be administered quarterly through the year to assess acquisition of science benchmarks.

Person responsible for monitoring outcome:

Iglory Reid (igloryr@leeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Spiraling of annually assessed benchmarks. Remediation to reflect data from common assessments. Standards-based on grade level instruction will take place in each classroom. Staff will be implementing cooperative learning strategies across all ELA classes, including appropriate groupings of students. Small group interventions will be implemented to appropriately capture our identified subgroup, SWD.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

To increase the scores in the science department, students will need more targeted strategies and interventions to respond to data.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. Teachers will teach standards based instruction with fidelity.
2. Teachers will remediate and enrich when necessary.
3. Teachers will reteach standards all year long.

Person Responsible: Iglory Reid (igloryr@leeschools.net)

By When:

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

The School District of Lee County follows all state and federal guidelines when allocating school funding. The schools are budgeted in multi-faceted methods based on the student's needs. Initially, the schools are tiered based on the following criteria: student proficiency, learning gains, struggling schools, % of new teachers, % of ELL students, and percentage of ESE students for academic support and funding purposes. Content tiers are also established to provide instructional support resources based on individual student group needs. Within each school's Title I, SAI, and UniSIG plans, as appropriate, there is a requirement to address ESSA student groups through high-quality instruction and monitoring systems. School funding needs are addressed weekly throughout the school year in collaboration with principal supervisors and the budget department. Principal supervisors monitor student data and underperforming subgroups through monthly visits and data chats.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

- District protocol is for each school to do the following:
 - School Improvement Plans (SIPs) must be created and managed using the Florida CIMS website. This will allow for our completed SIPs to be made available publicly and parents can request a copy from the school's front office in their preferred language after publication approval.
 - On Aug 1, 2023, schools must have SIPs reviewed by Academic Services & Title I Depts
 - On or before Oct 6, 2023, School Advisory Council (SAC) must present, review, and request feedback on the SIP and budget. The meeting minutes will be uploaded into the school's Title I Crate (web-based site) and FY24 School document folder in the google team drive.
 - On Oct 17, 2023, The Lee County School Board will approve publication and dissemination.
 - Schools must review Annual School Improvement Assurances, complete & submit School Advisory Council Membership List 2023-2024, complete & submit School Advisory Council 2022-2023 Nomination and Election Process Verification on or before Nov 1, 2023, in the google drive FY24 School Document Folder.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Lehigh Acres Middle School recognizes the enormous importance of increasing parental and family engagement in raising student achievement at all levels. To accomplish this and to determine the needs/barriers of our parents, schools, the PFEP team analyzes the current building capacity activities, compares participation numbers, and addresses the barriers that limit parent participation. These barriers include language barriers, inability to leave work for events and meetings, and family commitments. In addition, since we are a Title I school, we complete the Florida DOE template for the Parent and Family Educational Plan (PFEP). School data is reported to the district to become a part of the District PFEP Evaluation and goal setting process. Schools' baseline data sources, i.e., number of volunteers and volunteer service hours, become the guiding force to annual evaluation and improvement of the school's parent involvement program to enhance student achievement for the upcoming school year. Other sources of data may include but are not limited to parent workshop and training evaluations, sign in sheets, attendance and volunteer logs, parent surveys, the Title I Crate, the PFEP Evaluation, the School Academic Training and Workshop forms, and test results. The PFEP will be a principal element of the review process for each school in gathering data at the end of the year as the schools complete their SIP (Comprehensive Needs Analysis) in preparation for revising School Improvement Plans.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Lehigh Acres Middle School plans to strengthen the academic program by allocating supplemental Title 1 funds. Using these funds, we have hired critical personnel including a school counselor, teachers, instructional coaches, and peer collaborative teachers. Additionally, we have used our Title 1 allocation to fund a bilingual parent involvement specialist. Lehigh Acres Middle School provides after school tutoring for all students, and targeted after school intervention to students identified by teachers and by data pulls. Students are provided with curriculum by a teacher certified in the specific content area, as well as a dinner time snack and transportation home. Our coaches have been provided a robust office with all resources and tools necessary to conduct team data chats on a regular basis. School administration will also be partaking in data chats quarterly with content area teams. Finally, professional development opportunities have been made plentiful for our teachers. This includes specific content area training and opportunities to attend specialized conferences. In-house professional development has also been implemented and will be developed and aligned with the current needs of our teachers.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

District general funds provide the foundation for all programs. Title I A funds will be the primary supplemental source for the activities listed in this need. Title I, Part A coordinates with other federal grants, such as Titles 1C, 1D, II, III and IV, IDEA, and Homeless to expand academic enrichment opportunities for subgroups of students and Professional Development for teachers. These services include extended learning opportunities, professional development, supplemental evidence-based resources, and materials.

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include; tutorials in reading and math, health services, and literacy workshops for parents because of the coordination of these funds.

Periodic district level meetings with managers of all programs funded under ESEA also open lines of communication and encourage cooperation between programs to align towards student academic success. Collaborative partners include Junior Achievement, Foundation for Lee County Schools, Florida Gulf Coast University, and our Local Chamber of Commerce.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The Lee County School District follows the mental health guidelines set forth by the State of Florida Department of Education. This includes providing universal positive and behavioral support. The district also, with parental permission, assesses and screens students to determine what level of mental health support would best meet their mental health needs. These supports range from school check-ins, school-based mental health counseling as well as a referral pathway to outside mental health services. The Lee County School District employs evidence-based practices in the foundational instruction of students with a focus on building resiliency, promoting physical and emotional wellness, overall health, social development, overcoming adversity, critical thinking and problem solving, prevention of substance use, and other topics.

The Lee County School District employs school-based mental health professionals, school counselors, school social workers, school psychologists, and licensed mental health professionals to ensure that school-based mental health services are provided to students.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

To increase graduation rate and decrease dropout rate, the district has implemented several specific activities. Lehigh Acres Middle School benefits from the following:

The AVID (Advancement Via Individual Determination) program is an in school academic support program that prepares students for college eligibility and success by placing academically average students in advanced classes with extra support. Students are enrolled in a rigorous curriculum that includes honors and Advanced Placement classes, but also in the AVID elective. For one period a day, students learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivation. AVID students attend tutorials 2 days a week during the school day with a trained volunteer from the community.

Implement extended learning opportunities (tutorial programs in reading and/or math) to address the academic needs of specific subgroups of Title I students who have been identified as lowest achievers. Schools will use Title I and other funding such as SAI to develop tutorial programs using only research-based strategies and resources. Schools will determine before/after/Saturday or summer school program models. Materials and supplies will be provided to students to assist with achievement of goals and to remove barriers.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The district ensures that every school implements a tiered model of evidence-based behavior supports within a Multi-tiered System of Supports (MTSS). District level personnel are designated to assist schools with their site-based implementation by providing training, modeling, program monitoring, technical assistance, and data collection/analysis. They work with site-based personnel to implement the tiered approach that includes:

Positive Behavior Intervention Supports (PBIS)/Positive Behavior System (PBS) - All schools are

required to implement the elements of PBIS including a school-based team that facilitates systems that support positive behavior: school-wide expectations, classroom expectations and rules, positive recognition/rewards, data collection and analysis, and ongoing professional development. Most schools participate in the Florida PBIS Project. Some schools implement the elements within other approaches including the Building Assets Reducing Risks (BARR) program. PBIS/PBS integrates with the Multi-Tiered System of Supports (MTSS) utilized in Florida school districts for behavior support.

All schools in the School District of Lee County are required to maintain MTSS for all students (tier 1), students needing supplemental support (tier 2), and students needing intensive support (tier 3). Each school has a team that utilizes the Response to Intervention (RtI) process in examining individual student data to identify those that may need additional behavior support beyond the universal PBIS/PBS approach, and to monitor the effectiveness of these interventions. Data analyzed include office discipline referrals, in-school suspension, out-of-school suspension, bus referrals/suspension, as well as positive behavior data. Interventions may include supplemental positive behavior interventions and/or interventions to address inappropriate behavior.

Each school has a designated Intervention Specialist that facilitates team processes and ensures that identified interventions are implemented and monitored for effectiveness. Currently, the district utilizes "Insights to Behavior" to assist with the ongoing teamwork for behavior support in the tiered model using RtI. This includes the use of additional tools such as the Functional Behavior Assessment (FBA), data collection tools, reporting tools, and behavior intervention plan tools. Intervention Specialists assist classroom teachers and school-based personnel in the implementation of behavioral interventions and data collection, as well as serve as the primary contact for families with students receiving interventions. In the School District of Lee County, the Multi-tiered System of Supports school-based teams may, when needed, refer students to other district/school supports including the school-based mental health team, Section 504 eligibility consideration, and/or evaluation for consideration of eligibility under IDEA. Likewise, when students respond to interventions, the team may recommend maintaining current levels of interventions, reducing interventions, or exiting interventions as appropriate.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The district's Curriculum and Staff Development department will offer training opportunities for paraprofessionals in the core subject areas and technology. In addition, new ESOL paraprofessionals will receive 12 hours of training regarding strategies to assist English Language Learners (ELL) to improve student performance. When appropriate, Instructional Support (Para) will participate in the same training as teachers at Title I schools.

Curriculum and Staff Development will offer teachers a multitude of opportunities to improve effectiveness. They will include (but are not limited to) the following: Florida Standards, Differentiated Instructional Strategies, Analytics (Data Analysis) and Instructional Change, Classroom Walkthrough, Kagan Cooperative Learning, Instruction within the Block, SIOP, and subject area training for adopted texts.

Teacher leaders at schools will support classroom instructional staff daily by coaching, modeling, and/or providing resources to improve instructional activities. Professional development and Peer Collaborative Teachers (PCTs) will further support the initiative by collaborating closely with the teacher leaders. These individuals are chosen through a selective process that ensures highly effective instructional practices are shared with classroom teachers.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

n/a

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Professional Learning Communities	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
5	III.B.	Area of Focus: Instructional Practice: Science	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No