

Paul Laurence Dunbar Middle School

4750 WINKLER AVENUE EXT, Fort Myers, FL 33966

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

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

76%

Alternative/ESE Center

No

Charter School

No

Minority

69%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	B	A

School Board Approval

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

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Through a rigorous and relevant curriculum, Paul Laurence Dunbar Middle School will establish an innovative environment conducive to students reaching their optimum potential, enabling them to meet the challenges of the 21st century.

Provide the school's vision statement

To become a world-class school.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Teachers will utilize Kagan team building Strategies to learn about the students, and allow them to become more comfortable and familiar in the classroom. These activities will also been done during pre-school training with the staff, to foster an environment of collaboration between faculty members. This foundation will be expanded upon during the year utilizing the school wide and PLC collaboration with staff. Students will be provided this opportunity at multiple grade wide assemblies, and school spirit days.

In classroom curriculum and lessons supports students sharing and learning about various cultures across the content area.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Paul Laurence Dunbar Middle School has two school counselors assigned to work with students during the school day. Also administrators, staff and the school SRO supervise the common areas, bus ramp and cafeterias on a daily basis.

In addition, after school, Paul Laurence Dunbar Middle School students have the opportunity to be involved in a variety of after-school clubs and activities. Students are encouraged to participate in extracurricular activities as part of their middle school experience.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

In addition to following the guidelines in the Lee County Code of Conduct, Paul Laurence Dunbar also includes a school wide PBS (Positive Behavior Support) system with its staff and students.

Paul Laurence Dunbar Middle School PBS Mission Statement:

- As a school, we will use consistent expectations and procedures to create a positive culture of mutual respect within the school community.

Focus of PBS:

- To create environments that help students to achieve success
- To understand why problem behaviors are occurring in order to address them effectively
- To prevent problem behaviors, teach appropriate behaviors, and acknowledge the appropriate behaviors of all students and staff members

Included in the Student Handbook are four Eagle Cards, one per quarter, and one Quad Card used throughout the year. The Eagle Cards and Quad Card may be used for MINOR school rule violations. Students will face consequences as indicated on each card in accordance with the Student Code of Conduct, Grade 6-12.

These cards were developed as a behavior intervention tool that allows students to monitor their behavior and enables them to take responsibility for their education with the guidance of their parents and teachers.education.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Paul Laurence Dunbar Middle School school counselors are available to the students. If a student needs to speak with the school guidance counselor, as well as an administrator, or School Resource Officer, he/she should complete an Appointment Request Form. These forms are available in the front office or from any teacher. The counselor at Paul Laurence Dunbar Middle School has special training in helping students solve problems and is always available for students. Our School Resource Officer (SRO) is a sworn Deputy with the Lee County Sherriff's Office and serves as a resource in matters concerning law enforcement. School Resource Officers often council students, parents, and staff and serve as positive role models on campus. They may also assist with school clubs and activities. Students may contact the SRO with confidential information and remain anonymous.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

At Paul Laurence Dunbar Middle School in regards to possible attendance concerns:

A pattern of non-attendance is established by:

- 5 days of non-attendance in a calendar month
- 10 days of non-attendance in a 90 calendar day period

Students exhibiting a pattern of non-attendance will be referred to the School Social Worker and the school principal may request documentation for subsequent absences.

Students showing a pattern of suspensions (both ISS and OSS) are monitored by administration and the

school counselors, and are conferred with throughout the year.

Students who exhibit an early indication of academic failure will be identified by the classroom teacher, who in conjunction with the grade level team will meet with the student's parent(s)/guardian to formulate a plan for student success. This student will be monitored continuously during the year on their progress.

Supporting the students scoring Level 1 on standardized assessments.

Students scoring Level 1 on standardized statewide assessments are provided with an additional intensive class, to support them during the year in addition to their grade level class in that content area. Additional support for students is also provided using the technology platform Achieve 3000 (Teenbiz), which monitors and promotes lexile growth through informational text.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	35	38	58	131
One or more suspensions	96	77	83	256
Course failure in ELA or Math	16	14	8	38
Level 1 on statewide assessment	78	64	72	214
Level 1 on statewide assessment (Math)	75	74	88	237

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	63	53	59	175

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students identified by the early warning system: (at risk students)

Students are provided with rigorous instruction in the classroom. Students who demonstrate a need for additional opportunities to demonstrate success have a wide variety of interventions available to them. Such interventions include but are not limited to Super Study Sessions (after school) and Saturday School.

Super Study Sessions may be assigned by a teacher to allow individual attention for students who are struggling in their core academic classes or who are currently missing assignments. Super Study Sessions are mandatory for the date they are assigned and students must either be picked up by a parent/ guardian or they may take the after school activity bus which will drop them off at the school closest to their house. Super Study Sessions are also offered for students who need access to academic support in their classes. Parents may sign up students for academic support using the permission slip for afterschool activities. Attending Super Study Sessions is a privilege and students who are not compliant with the academically focused setting may be asked to not attend. Students who require further assistance may be assigned Saturday School as an academic or behavior intervention. Students will need to be dropped off by a parent or guardian between 8:00 am and 8:15 am on the assigned Saturday where PLDMS staff and administration will be working with them on targeted academic and/or behavioral needs to ensure their success within the school setting. Saturday School interventions will be assigned by an administrator and students will be expected to attend on the dates specified.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/183234>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Paul Laurence Dunbar Middle School will build and sustain partnerships during the school year; through the process of the SAC meetings; parent outreach nights (Avid, ESOL) as well as Open House events offered at the school. This is in addition to working with local business, community members and local foundations (ie. Fort Myers Kiwanis Club) in regards to support on school based programs (One Book, One School) as well volunteer support at school based events.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Shaker, Nathan	Principal
Mullins, Ceclyn	Assistant Principal
Schillinger, Andrea	Assistant Principal
George, Suja	Other
Derringer, Candace	Guidance Counselor
Cherbini, Eileen	Guidance Counselor
Benner, Colin	Teacher, K-12
Ciampaglia, Amanda	Teacher, K-12
Lynch, Michael	Teacher, K-12
Paul, Tia	Teacher, K-12
Sarzyniak, Jennifer	Teacher, K-12
Stevens, Stefanie	Teacher, K-12
Tonks, William	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The Leadership Team for Paul Laurence Dunbar Middle School consists of the following members: Dr. Nathan Shaker, Principal; Ceclyn Mullings, Assistant Principal; Andrea Schillinger, Assistant Principal; Suja George, Administrative Liaison; Candace Derringer, Guidance Counselor; Eileen Cherbini, Guidance Counselor; Colin Benner, Social Studies Dept. Chair; Amanda Ciampaglia, ELA Dept. Chair; Michael Lynch, Exploratory Dept. Chair; Jennifer Sarzyniak, Science Dept. Chair; Stefanie Stevens, ESE; Tia Paul, Math Dept. Chair, William Tonks, Reading Coach/Reading Dept. Chair

The Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems.

Principal/Assistant Principal:

- Facilitate implementation of the problem-solving process in your building using data.
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Attend Team meetings to be active in the process
- Conduct classroom Walk-Throughs to monitor fidelity

Department Chairs/ Grade Level Leaders/Classroom Teacher:

Keep ongoing progress monitoring notes in a MTSS folder (Curriculum assessments, STAR or FCAT scores, work samples, anecdotal) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing

- Attend Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed for students receiving supplemental and intensive supports.
- Deliver instructional interventions with fidelity

Reading Coach/Specialist:

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes & anecdotal of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

- Attend MTSS Team meetings for students receiving supplemental and intensive supports.
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

School Counselor/Curriculum Specialist:

- Often MTSS Team facilitators
- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms
- Conduct social-developmental history interviews when requested

School Psychologist:

- Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- Collaborate with MTSS Team on effective instruction & specific interventions
- Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions

ESE Teacher/Staffing Specialist:

- Consult with MTSS Team regarding intensive interventions
- Incorporate MTSS data when making eligibility decisions

Specialist (Behavior, OT, PT, ASD):

- Consult with MTSS Team
- Provide staff trainings

Social Worker:

- Attend MTSS Team meetings when requested
- Conduct social-developmental history interviews and share with MTSS Team

ESOL/ELL Representative:

- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
- Conduct language screenings and assessments
- Provide ELL interventions at all tiers

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Problem-Solving team at Paul Laurence Dunbar Middle School meets on an as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Dawn Dupree	Parent
Parna Shenoy	Parent
E. Gail Lewis	Parent
Michelle Stewart	Teacher
Nathan Shaker	Principal
Suja George	Teacher
Candace Derringer	Education Support Employee
Colin Benner	Teacher
Andrea Schilinger	Principal
Ceclyn Mullings	Principal
Mary Higginson	Teacher
Carolyn Weiler	Parent
Erin Gisse	Teacher
William Tonks	Teacher
Irva D.	Parent
Jams Bertil	Parent
Jennifer Mix	Parent
Vincent Lewis	Teacher
Eileen Cherbini	Education Support Employee
Carolyn Williams	Teacher
Sharon Kelly	Parent
Ravsrn Gafurov	Parent
Phenicia McMillion	Parent
KariAnn Parker	Parent
Christina Prendiville	Parent
Frantzdy Lalanne	Parent
Sarita Saini	Parent
Mileydi Pozo	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC committee recommendations after reviewing the previous year, focused on creating a subcommittee whose primary focus was increase communication on events at the school. The feedback was also shared on the Parent Involvement plan presented on 9/4/2014. More feedback to be provided during the next SAC meeting. The primary academic goal remained intact with new targets that were included across content areas.

Development of this school improvement plan

The SAC shares in the development and planning for implementation of strategies reflected in the school improvement plan. SAC shares the responsibility in electing members to represent the school and outline the focus for continual school improvement. PLDMS' primary goal has been presented to the SAC on September 4th 2014, for approval, and was approved.

Preparation of the school's annual budget and plan

Will be discussed further at the next SAC meeting, in regards to academic program implementations targeting student's area of need.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

This item will be discussed at the next SAC meeting.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Shaker, Nathan	Principal
Schillinger, Andrea	Assistant Principal
Mullins, Ceclyn	Assistant Principal
George, Suja	Other
Tonks, William	Instructional Coach
Benner, Colin	Teacher, K-12
Ciampaglia, Amanda	Teacher, K-12
Lynch, Michael	Teacher, K-12
Paul, Tia	Teacher, K-12
Sarzyniak, Jennifer	Teacher, K-12
Stevens, Stefanie	Teacher, K-12
Cherbini, Eileen	Guidance Counselor
Derringer, Candace	Guidance Counselor
Amato, Gina	Teacher, K-12
Balzano, Christopher	Teacher, K-12
Barbosa, Michael	Teacher, K-12
Bizjak, Nicole	Teacher, K-12
Charles, Janice	Teacher, K-12
Elmoudane, Norma	Teacher, K-12
Larson, Connie	Teacher, K-12
Lawrence, Wilbert	Teacher, K-12
Palacios, Mary	Teacher, K-12
Sergi, Dona	Teacher, ESE
Tkac, Robin	Teacher, K-12
Weis, Cathleen	Teacher, K-12
Villaverde, Ruth	Paraprofessional

Duties

Describe how the LLT promotes literacy within the school

Planning for Learning- Fostering PLC Groups, Collaboration between Reading and the Content Areas
 Writing Across the Content Areas- Evidence Based Questions and Response, Close Reads, Thought Questions in Teen Biz

Rigor- Levels of Questioning, Higher Leveled Text, Close Reads, Evidence Based Questions and Response

Eagles Rally to Achieve Initiative- Continuation of school wide initiative incorporating vocabulary and critical thinking activities.

One Book, One School Program-

Maintaining high achievement in upper level readers through implementation of the Focus calendar and weekly assessments used to drive instruction.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Staff will engage in weekly PLC Meetings in order to work and plan in their content areas. The structure of the meetings will allow the staff to share essential information with one another, and work on developing their skills in their content area/grade level. This will allow for time team planning, developing quarterly pacing guides, sharing instructional strategies, and review common data..

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Meets regularly with new teachers to facilitate transition to school and professional development opportunities, APPLES, Osha training, mentoring plan etc.

Conducts regular surveys to determine employee satisfaction and maintain staff morale. Recognizes and rewards staff performance through PBS and monthly Employee recognition program.

Assign administrator to each grade level to ensure all employees have a direct line of support for problem solving.

Offer stipends and additional opportunities for qualified staff members to develop leadership within the school.

Provide opportunities for staff members to attend training and PD at district level; i.e. coach meetings, MTSS training etc.

Maintain updated records of certifications, endorsements, etc.

Attend district job recruitment fair.

Partner with FGCU to house and support education internships.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Veteran teachers/instructional staff with well established techniques to use in the classroom as well as strong classroom management and comfort level with school operations will pair with new teachers and conduct the following: non-evaluative observation, meetings helping with developing behavior management skills, and getting to know our school culture.

New teachers will meet every other Tuesday to conference regarding questions/concerns regarding their first year with PLDMS. Led by Andrea Schillinger.

Ambitious Instruction and Learning**Instructional Programs and Strategies****Instructional Programs*****Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Paul Laurence Dunbar Middle School ensures that its core instructional programs and materials are aligned with Florida's standards on a daily basis. The process of classroom walkthroughs/observation conducting by Administration, ensures that the lessons and instructional methods are rooted in standard based instruction. The staff at PLDMS develop in their content areas common methods of grading students driven by the standards; with district based academic plans as a guide. Common assessments are developed within the content area learning community to ensure data sharing; and team planning that are driven by Florida's standards. Cross curriculum standards expectations are shared by the PLDMS leadership team; to ensure they are supported in all content areas. Standard based pacing guides are designed in the content areas that ensure the standards and materials being used are effective in the learning process.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Paul Laurence Dunbar middle School utilizes the district adopted data management system, Performance Matters. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions. data is reviewed using a reflective, and projection purpose. Common assessment data will be shared within departments and the school, in order to modify pacing, instruction and maintain academic rigor. This data is used to identify those students who may benefit from an extended school day (super study session), as well as used to group student during cooperative learning in the classroom. This along with Lexile data gained from Teenbiz (Achieve 3000) program is used to monitor progress and provide areas where intervention and enrichment may be needed.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 7,200

Super Study Sessions:

Students are able to stay after school Tuesday through Thursday for a total of 32 weeks to receive support in core academic subjects with certified staff members.

Strategy Rationale

This extended time will allow staff and students to have extra support beyond the school day with small group instruction, and peer learning.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Senicola, Michael, michaelss@leeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students grades are monitored regularly. Certified teachers are present and continuously monitoring and ensuring that students are focused on academics.

Strategy: After School Program

Minutes added to school year:

After school clubs/intermurals:

Students are able to stay after school to participate in any of the following enrichment activities: Battle of the Books, Fellowship of Christian Athletes, Math Club etc. National Junior Honor Society, Student Government, Odyssey of the Mind, Band/Chorus, Drama Club, Intermural Sports (basketball, soccer, volleyball, cheer),

Strategy Rationale

Allow for students to engage in positive environment with peers, as well develop a sense of community at the school, in a non -academic setting.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Luecke, Michael, michaelhl@leeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student participation and performance is monitored by club leader (certified instructor).

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

N/A

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Career research
State provided career information web site, FLChoices.org
Self-assessments
Career exploration
High School / College planning
AVID

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Create real world project-based documents utilizing current technology (Microsoft Office applications)
Business letters
Resumes
Flyers
Budget Spreadsheets

Informative PowerPoint
Technical/Career content reading
Career Information, TeenBiz.com & TeenTribune.com
Basic computer concepts
World Wide Web searches
Business related soft skills
CAPE Academy (Career and Professional Education): iTech Advanced Technology Academy
Florida Digital Certificate (coming soon, replaced Microsoft Certification)
High School Credit upon successful completion of 8th grade Computing for College and Career coursework

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

AVID strategies, Cornell Notes, EAGLE Binder/Organization Strategies, Student Participation in Data chats,

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

NA

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Students will increase learning gains school wide by participating in rigorous standard based academics, including writing in response to text to support their learning in all core curriculum classes as measured by district assessments.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Students will increase learning gains school wide by participating in rigorous standard based academics, including writing in response to text to support their learning in all core curriculum classes as measured by district assessments. **1a**

G038565

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	73.0
AMO Math - All Students	71.0
ELA/Reading Gains	75.0
FCAT 2.0 Science Proficiency	51.0
Math Gains	69.0
ELA/Reading Lowest 25% Gains	69.0
Math Lowest 25% Gains	68.0

Resources Available to Support the Goal **2**

- Teachers
- Reading Coach
- PLC Groups-focused on data analysis and problem solving cycle to reach student learning gains
- District Assessments
- Teen Biz
- Paraprofessional Support
- Performance Matters
- Staff Development
- Team Leads
- Content Area School Based Common Assessments
- Parent Support

Targeted Barriers to Achieving the Goal **3**

- Developing effective PLC's to serve as a catalyst for effective, rigorous, differentiated standards based instruction

Plan to Monitor Progress Toward G1. **8**

All stakeholders monitor student data, student progress and guide instruction based on data to support rigorous academics across the content areas.

Person Responsible

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

All stakeholders maintain evidence of completed data analysis tools and evidence of data driven focused instruction.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Students will increase learning gains school wide by participating in rigorous standard based academics, including writing in response to text to support their learning in all core curriculum classes as measured by district assessments. **1**

 G038565

G1.B2 Developing effective PLC's to serve as a catalyst for effective, rigorous, differentiated standards based instruction **2**

 B092602

G1.B2.S1 Provide professional development on levels of questioning, scaffolding, and writing using evidence based responses. Allow content area PLC groups to develop this on a weekly basis. **4**

 S103537

Strategy Rationale

Teachers within the PLCS will grow as educators and share ideas to strengthen their content area instruction for the students.

Action Step 1 **5**

Teachers will participate in professional development. Leadership team will meet regularly to progress monitor relating to implementation of professional development focus.

Person Responsible

Schedule

Weekly, from 8/13/2014 to 6/3/2015

Evidence of Completion

Meeting notes/agenda, training documentation, participant feedback/surveys.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Team leads teach back strategy of focus highlighted in Leadership Mtg.
Teachers participate in professional development based on scaffolding, levels of questioning and writing using evidence based responses.

Person Responsible

Schedule

Monthly, from 8/8/2014 to 6/9/2015

Evidence of Completion

Teachers participate in training and it is evidenced in their instruction as noted in administrative observations and plans.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Teachers are utilizing learning strategies supporting levels of questioning, scaffolding and writing using evidence based responses.

Person Responsible


Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Administrative classroom observations and evaluations.

G1.B2.S2 Provide opportunities for teachers to develop common plans, pacing guides and share effective instructional methods in regards to evidence based responses. 4

 S103538

Strategy Rationale

Unified approach will allow every student to have a standard of rigor in their classes, as well as a systematic approach on how to write their support in regards to evidence based texts.

Action Step 1 5

Teachers will participate in professional development. Leadership team will meet regularly to progress monitor relating to implementation of professional development focus.

Person Responsible

Schedule

Weekly, from 8/11/2014 to 6/3/2015

Evidence of Completion

training documentation, meeting/agenda notes, participant feedback/surveys

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Allow Content areas to work together on planning, instruction and content specific concerns.

Person Responsible

Schedule

Daily, from 8/13/2014 to 6/9/2015

Evidence of Completion

Training documentation, staff feedback, surveys

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Teachers are utilizing modeled/learned strategies supporting levels of questioning, scaffolding and writing using evidence based responses.

Person Responsible

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Administrative classroom observations and evaluations, Student work.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Teachers will participate in professional development. Leadership team will meet regularly to progress monitor relating to implementation of professional development focus.		8/13/2014	Meeting notes/agenda, training documentation, participant feedback/ surveys.	6/3/2015 weekly
G1.B2.S2.A1	Teachers will participate in professional development. Leadership team will meet regularly to progress monitor relating to implementation of professional development focus.		8/11/2014	training documentation, meeting/agenda notes, participant feedback/surveys	6/3/2015 weekly
G1.MA1	All stakeholders monitor student data, student progress and guide instruction based on data to support rigorous academics across the content areas.		8/18/2014	All stakeholders maintain evidence of completed data analysis tools and evidence of data driven focused instruction.	6/5/2015 daily
G1.B2.S1.MA1	Teachers are utilizing learning strategies supporting levels of questioning, scaffolding and writing using evidence based responses.		8/18/2014	Administrative classroom observations and evaluations.	6/5/2015 daily
G1.B2.S1.MA1	Team leads teach back strategy of focus highlighted in Leadership Mtg. Teachers participate in professional development based on scaffolding, levels of questioning and writing using evidence based responses.		8/8/2014	Teachers participate in training and it is evidenced in their instruction as noted in administrative observations and plans.	6/9/2015 monthly
G1.B2.S2.MA1	Teachers are utilizing modeled/learned strategies supporting levels of questioning, scaffolding and writing using evidence based responses.		8/18/2014	Administrative classroom observations and evaluations, Student work.	6/5/2015 daily
G1.B2.S2.MA1	Allow Content areas to work together on planning, instruction and content specific concerns.		8/13/2014	Training documentation, staff feedback, surveys	6/9/2015 daily

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Students will increase learning gains school wide by participating in rigorous standard based academics, including writing in response to text to support their learning in all core curriculum classes as measured by district assessments.

G1.B2 Developing effective PLC's to serve as a catalyst for effective, rigorous, differentiated standards based instruction

G1.B2.S1 Provide professional development on levels of questioning, scaffolding, and writing using evidence based responses. Allow content area PLC groups to develop this on a weekly basis.

PD Opportunity 1

Teachers will participate in professional development. Leadership team will meet regularly to progress monitor relating to implementation of professional development focus.

Facilitator

Leadership/Department Heads

Participants

All Staff

Schedule

Weekly, from 8/13/2014 to 6/3/2015

G1.B2.S2 Provide opportunities for teachers to develop common plans, pacing guides and share effective instructional methods in regards to evidence based responses.

PD Opportunity 1

Teachers will participate in professional development. Leadership team will meet regularly to progress monitor relating to implementation of professional development focus.

Facilitator

Admin/ Leadership Team

Participants

All Staff

Schedule

Weekly, from 8/11/2014 to 6/3/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Grand Total	0