

Lehigh Acres Middle School



2014-15 School Improvement Plan

Lehigh Acres Middle School

104 ARTHUR AVE, Lehigh Acres, FL 33936

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

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

90%

Alternative/ESE Center

No

Charter School

No

Minority

81%

School Grades History

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

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

Lehigh Acres Middle School will provide a supportive learning environment through rigorous and engaging instruction.

Provide the school's vision statement

Empowering life-long learners to thrive in a global community.

School Environment

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

Learning about the culture of our students and building relationships between teachers and students is a priority at LAMS. Cultural understanding will be done through:

1. College Reachout Program (CROP): Students will have the opportunity to not only interact with each other socially, but they will be exposed to school level faculty as mentees and with individuals in higher education. They will explore colleges and universities, diverse cultures, and goal setting. This club will meet twice a month.
2. Scholars Club: This will be the opportunity for students to combine service and scholarship. For those who may not be only scholars, members of this organization will be able to interact and learn from each other to discuss cultures, life experiences, and setting goals. They will interact with teachers to monitor grades, assist in setting goals, exchanging ideas for success. This club will meet once a month.
3. Home-School Connection: Teachers will have consistent communication with parents through CASTLE.
4. Parent Involvement Specialist: This individual is providing the necessary data for record keeping and can be a link to assist teachers with home communication.

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

Before school begins, students are invited to attend breakfast or play in the gym with their friends. In either instance, students are monitored by staff to ensure the safety of each child.

This year, the school has implemented a couple of effective strategies that address school environment. R.O.A.R, an acronym meaning Respect, Optimism, Accountable, and Responsible, ensures students learn in a safe environment. Students are instructed in R.O.A.R each day by their teachers and administration, as well as reminded throughout the day by their peers and signs posted in the cafeteria and every hall way and classroom. Students understand that not only teachers are to be respected, but they themselves deserve respect, too.

Teachers ensure a safe environment by following R.O.A.R as well. Teachers hold students accountable in their learning as well as behavior. Disrespect, intimidation, and other threats is not tolerated; any evidence of such is dealt with promptly and accordingly. Teachers ensure a safe environment in the classroom, also, by dedicating time periodically to classbuilding and teambuilding exercises, which are needed to create a sense of community within each class.

Teachers also communicate to students that they are there to help in any capacity students might need. Students also understand that the if a teacher is not able to help for whatever reason, the school has two wonderful, caring guidance counselors that put children's needs first.

There is also school resource officer who's friendly face is visible everywhere. Students understand the SRO is there to protect them and ensure a safe environment.

Once school lets out, students are directed to their destination home in a safe, orderly fashion. For instance, all students who walk home or are parent pick-up are released first. Then there are at least two waves of busses. This has created an even safer environment than last year, as there are less children on the bus ramp with each wave. Helpful teachers line the bus ramp to ensure each child finds their way quickly and safely.

After school, students have many opportunities to continue their learning in a variety of activities the school sponsors, including sports, academic, and other clubs. Teachers and sponsors ensure each child goes home safely by waiting with until they are picked up by their parents/guardians or the after-school bus.

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

At LAMS, student are well versed in the school wide expectation of the PBS acronym ROAR. This ensures all students are aware that while in classrooms, hallways, café, etc they are expected to be Respectful, Optimistic, Accountable, and Responsible. Students are also well versed in the 7 Habits of Highly Effective People. The Leader in Me program enables our students to be proactive in their behavior and engage in their instruction by seeing the bigger picture. If a student chooses to not meet the LAMS expectations they are redirected using the Bruins Card. This helps our students be reminded of their positive role in school while correcting problematic behaviors. The Bruins Card has 8 total boxes and is used for minor redirections such as dress code, classroom and hallway incidences, etc. Each box filled out has a difference consequence to give our students the opportunity to stay in class and continue learning while modeling correct behaviors and expectations. All behaviors are documented through CASTLE management system.

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

LAMS provides many outlets for student support that ensures social-emotional needs are met. Counselors provide one-on-one mentoring and counseling with students and parents as needs arise. We actively promote parent involvement and host a plethora of events throughout the year that include students, parents and community interaction. via SAC and PTO

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

After reviewing discipline data, the number of students failing or performing poorly in core classes and reviewing research based strategies to address these issues, the Early Warning Systems team has identified two areas that need immediate focus: student motivation and knowledge of the MTSS process for all members of the school community.

To address student apathy we have begun to implement The Leader in Me program throughout the school. This character education program is based on Stephen Covey's 7 Habits of Highly Effective People. Teachers will help students create goals and evaluate decisions, based on principles and values that are directly taught during subject area classes. We will monitor the success of character education by tracking discipline numbers and performance in core classes. This data will be assessed every three weeks.

The PBS system will also be in place to monitor behaviors which could warrant a parent conference

or referral. We will be utilizing the CASTLE management system, which will ensure that all teachers are aware of student issues.

To address a lack of current implantation for MTSS, we have assembled a school MTSS team that will attend training at the district level and create a system within the school to address the needs of all students. Teachers will receive training on documentation methods and tiered responses. Students scoring below standards in ELA and Math will be monitored through the MTSS system.

Additionally, parents of students with poor attendance will be contacted by school parent involvement specialist and referred to social worker if needed.

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	56	68	79	203
One or more suspensions	72	64	66	202
Course failure in ELA or Math	31	15	10	56
Level 1 on statewide assessment	99	86	90	275

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	46	31	33	110

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

To improve the academic performance of students identified by the early warning system, we will:

- * have frequent contact with parents of students with attendance problems through the Parent Involvement Specialist.
- * Utilize The Leader in Me program throughout the school to assist with student behavior.
- * Utilize the Positive Behavior Support (PBS) system schoolwide to reinforce positive behavior.
- * Use CASTLE to track student behaviors and interactions with parents.
- * Improve student performance beyond the school day by offering SuperStar Reading and Math tutoring.

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 available at the school site.

Description

Targets fall into 2 categories: 1) the number of academic-related events being held for parents, and 2) the number of parents attending one or more planned activities.

Planned activities will focus on three grade levels (6,7,8) and within each grade level the academic achievement level (FCAT L1, L2, L3, L4, L5) of the students. The goal is to provide ways and means for parents to support their children in meeting school learning expectations/goals.

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

LAMS business partnership consists of businesses within the community, those owned by parents of students or staff members, or established from former business transactions. Community partners, such as Horace Mann are invited to promote their business to our staff through our Parental Involvement activities or through special presentation events to our staff. They are invited to sponsor events for our students and staff. Our community partners are invited to our SAC/PTO monthly events where they are integral part of the decision-making.

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
Watson, Neketa	Principal
Anderson Thomas, Chevoneese	Assistant Principal
Restino, Joseph	Assistant Principal
Sliveroski, Lisa	Assistant Principal

Duties

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

The team uses the five-step problem solving process as outlined in the district's MTSS Manual. The roles of each member are as follows:

Classroom Teacher (all, as needed)

- Keep ongoing progress monitoring notes in a MTSS folder (FAIR, CCEs, STAR or FCAT scores, work samples, and anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
- Deliver instructional interventions with fidelity.

Instructional Coaches (Mr. Colbert - Math, Mrs. Ades - Reading, and Dr. Bishop - Science)

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes & anecdotes of interventions implemented
- Administer screenings

- Collect school-wide data for team to use in determining at-risk students
- Assistant Principals (Lisa Slivoski, Joseph Restino - behavior; Dr. Chevoneese Anderson Thomas - academics)
- Collect school-wide/individual data for team use in:
 - determining at-risk students
 - monitoring progress with selected interventions
- Speech-Language Pathologist (Ana Arcila)
- 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
 - Facilitate implementation of the MTSS problem-solving process in your building
 - Provide or coordinate valuable and continuous professional development
 - Assign paraprofessionals to support MTSS implementation when possible
 - Attend MTSS Team meetings to be active in the MTSS change process
 - Conduct classroom Walk-Throughs to monitor fidelity
- School Counselors (P. Davis; C. Hampton)
- 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 (Mary Wiggins-Strada)
- 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 (LaTonya Giles, Staffing Specialist; Gary Falkenberg, Resource Teachers: Sandra Nichols, Joan Francis, Connie Cordero)
- Consult with MTSS Team regarding intensive interventions
 - Incorporate MTSS data when making eligibility decisions
- Behavior Specialist (Kimberly Clement)
- Consult with MTSS Team
 - Provide staff trainings
- Social Worker (Sherie Povia)
- Attend MTSS Team meetings when requested
 - Conduct social-developmental history interviews and share with MTSS Team
- ESOL/ELL Representative (Maritza Nanasca)
- 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 MTSS Problem-Solving team at Lehigh Acres Middle School meets on an as-need basis to analyze school and/or student progress data in order to identify students in need of initial/continuing 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.

Title I, Part A

Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

The Foundation for Lee County Schools provides resources to teachers to enhance classroom instruction. They also are the liaison between business and community to build partnerships with schools. The Foundation sponsors a Collegium to recognize high quality instructional staff. This benefits the retention of teachers in Title I schools. The resources provided by the Foundation benefit students and teachers as well as enhancing the educational programs in the classrooms. All targeted subgroups of students benefit from these resources. These services will assist schools in increasing student achievement. Collaborative partners include Early Childhood Services (Headstart, VPK); Adult Education; Foundation for Lee County Schools; Youth Coalition; Edison College; Hispanic Chamber of Commerce. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part C Migrant

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part D

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs

funded under NCLB also open lines of communication and encourage cooperation between programs.

Title III

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X Homeless

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Violence Prevention Programs

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Head Start

N/A applicable to elementary schools, not middle schools

Adult Education

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming

highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Career and Technical Education

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies. Job Training The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Neketa Watson	Principal
Sophia Wilson	Parent
Cresalieta Carver	Parent
Carol Anderson	Teacher
Elba Rivera	Education Support Employee
Rosa Stewart	Education Support Employee
Paige Vanhuizen	Student
Josue Montero Cervantes	Student
Holly Messinger	Business/Community
Courtney Thomas	Business/Community
Lillian Johnson	Business/Community

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 school gained 53 points moving from a score of 490 to 543, earning us a school grade of C. The percentage of students meeting high standards in Reading was 51 %, Math 53%, Writing 40%, Science 33%. Except for Reading all areas showed an increase of 3-6% growth over the previous year's score. Middle School Acceleration participation component increased by 9%. The percentage of students making Reading gains was up from 63% to 70% and math increased from 60 to 73%. Students in the lowest 25% making gains was 70% which was a 16% increase over the previous year and 67 percent in reading which was 7 percent higher than last year. Parent involvement participation through academic night increased dramatically and the number of students enrolled in Computer Application AND Engineering classes also increased.

Development of this school improvement plan

The objective of the SAC is to oversee and review activities concerned with improving the academic success of the students. The purpose of the SAC is to perform the functions that are prescribed by the regulations of the school board. The SAC will assist in the preparation and evaluation of the

School Improvement Plan and will give advice concerning the annual school budget. The areas of the SIP were presented to SAC. SAC approved the plan.

Preparation of the school's annual budget and plan

The school's annual budget and plan will be prepared by the Principal, Mrs. Watson and shared with SAC as appropriate during monthly meetings.

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

Primarily, SIP funds were used to increase the inventory of LAMS school library to reflect the needs of our students as indicated by our Reading and ESOL department. All other academic areas are encouraged to request inventory to reflect their discipline.

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
Watson, Neketa	Principal
Anderson Thomas, Chevoneese	Assistant Principal
Sliveroski, Lisa	Assistant Principal
Restino, Joseph	Assistant Principal
Grau, Chris	Instructional Coach
Gregory, Monica	Instructional Coach
Guardado, Fallynn	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT promotes literacy within the school by providing support and training to help teachers develop rigorous and engaging lessons and utilize research-based strategies to help students achieve high learning gains.

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

Teachers will continue to receive professional development to enhance their experience with the PLC process. PLC meetings will occur weekly, with teachers participating in common subject, grade level and SIP teams. Teachers with common planning time with members of their grade level and common subject

areas. New teachers or new to LAMS teachers will be assigned mentor teachers to assist with planning and instruction.

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

Active recruitment does not occur.

Hiring: Advertised by district, applications reviewed by administration; candidates invited to interview; references are checked; offer is extended.

Person Responsible: Principal and Principal's Secretary

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

Retention: Teacher support, especially of new teachers and those veteran teachers who are new to the District is amply provided. New teachers are automatically part of the A.P.P.L.E.S. (Accomplished Professional Practices for the Lee Educational System) program. A.P.P.L.E.S. is designed to be a support system for new teachers to ensure classroom success, provide aid in meeting certification requirements, and to positively impact student learning.

Retention: All new and annual contract teachers are invited to weekly meetings facilitated by the APC and Data

Coach to provide insight to district and school culture, to instruct in effective teaching/learning strategies, to share highlights and concerns of teaching and classroom management.

Experienced teachers new to LAMS, are assigned a volunteer veteran teacher to help them acclimate and adjust to the policies and practices unique to LAMS.

LAMS also has 3 Teacher Leaders, hired through the TIF Grant. Their responsibility is to provide additional support/coaching to new teachers

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

LAMS ensures its core instructional programs and materials are aligned to Florida's standards in the following ways:

- Newly adopted district wide math text are used at all grade levels.
- Newly adopted district wide reading/language arts text are also being implemented.
- Oncourse is being used for weekly lesson planning, with teachers attaching standards in plans.
- Common Core standards are noted on lesson plans.
- Instruction is based on NGSS standards.
- Standards are communicated to students by way of student friendly daily objectives being written on class boards.
- Students use data folders to track progress based on standards.

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

Lehigh Acres Middle School uses Performance Matters to gather data and differentiate instruction. Performance Matters data was used during the 2013-14 to determine students with the highest need for tutoring for the Super Star Tutoring program. FCAT data provided a snapshot of student achievement. Students who were level 1 or 2 and students who were close to the next level of achievement were offered tutoring. The math department used Performance Matters to track their data in FCAT Olympics. The data provided a prediction of student achievement on the FCAT. All academic teams will be gathering data and using it to determine the direction of instruction. Teachers collaborate during the Professional Learning Communities to determine effective teaching and learning strategies. School wide students will be divided into groups based on needs. Students will be offered remediation and enrichment based on the data provided by their teachers.

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: 10,800

We will offer bi-weekly remediation/enrichment in core subjects bi-weekly during the instructional day. Teachers will utilize WICOR strategies - Writing, Inquiry, Collaboration, Organization, and Reading.

Enrichment activities that contribute to a well rounded education: CROP, National Junior Honor Society, Drama club, Student Government, our music program, Foreign Language Club, Cadets, SEE Club, Math Club, Athletics, and field trips.

Professional Development is held weekly for one hour. We hold weekly PLC meetings in which teams collaborate on the key PLC questions: what do we want to teach, how will we know if they learned it, what will we do for those who have not reached mastery, what will we do for those who reach mastery?

Strategy Rationale

Students exposed to an enriched curriculum and enhanced extra-curricular experiences are building a strong foundation for success at the college level and beyond.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Anderson Thomas, Chevoneese, chevoneesea@leeschools.net

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

We track data on students who attend tutoring in reading and mathematics to determine the effectiveness. Students progress monitor in all core classes. Attendance lists from tutoring are provided to core teachers. Students who attend tutoring are expected to show achievement gains. PLC effectiveness is monitored through classroom walkthroughs which ensure teachers are using best practices and research based strategies in classroom delivery.

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

Not applicable

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

The school counselors plan and deliver a course using the FLDOE CHOICES program with the goal of assisting students in setting job-related goals for their future and then planning a course of studies to achieve that goal.

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

The following programs are designed to engage and prepare students for college and career readiness: AVID, CROP, Office Aides, Computer Technology, Engineering, Forensic Science, Creative Writing, and Cambridge Journalism.

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

N/A

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

The strategies that are currently in place with LAMS are as follows:

- Intensive math classes: all intensive students have 1 block of math daily
- Honors Algebra class for those achieving 3 or higher on FCAT
- Cambridge math: Identified gifted students as well as student who scored 4 or 5 on FCAT.
- Critical Thinking: The lowest 25% of student will receive one block every other day of small group instruction in Mathematics, within a co-teaching environment. With a heavy emphasis on numbers sense and problem solving strategies.
- Pre and post test data collection
- Formative and summative common assessments within each grade level.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** In 2014-15, 80% of all students will increase 150 lexile points or more as measured by TeenBiz Program.
- G2.** In 2014-2015, 80% of all science students will score 80% or higher on required standards as measured by grade level unit and common assessments.
- G3.** During the 2014-15 school year, 90% of LAMS students will participate in a STEM/CTE experience.
- G4.** By May 2015, 65% of LAMS parents will have attended meetings and/or academic functions.
- G5.** In 2014-15, 50% of all students will score at proficiency or higher on the monthly writing assessment.
- G6.** In 2014-15, 90% of students will pass the 8th Grade Math EOC.
- G7.** In 2014-15, 80% of all LAMS students scoring in the lowest 25% in math will increase scores by at least 40% on common assessments.
- G8.** In the 2014-15 school year, 100% of 7th grade students will be proficient in CIVICS benchmark assessments.
- G9.** In 2014, 15, 80% of students in the lowest 25% will make learning gains in reading by May 2015 as measured by Achieve3000 Level Sets and Common Course Exams.
- G10.** In 2014-2015, 80% of all ELL students will score 60% or higher in listening/speaking skills as measured by the CELLA test.

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. In 2014-15, 80% of all students will increase 150 lexile points or more as measured by TeenBiz Program. 1a

G043491

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	65.0

Resources Available to Support the Goal 2

- TeenBiz Program

Targeted Barriers to Achieving the Goal 3

- Teachers in other departments may not be certified in reading or have skills needed to implement reading strategies in their content area.

Plan to Monitor Progress Toward G1. 8

Students will be responsible for monitoring their progress through data folders. Teachers will have class data walls to chart TeenBiz progress.

Person Responsible

Fallynn Guardado

Schedule

Biweekly, from 8/18/2014 to 5/22/2015

Evidence of Completion

TeenBiz reports will be collected to monitor progress toward goal.

G2. In 2014-2015, 80% of all science students will score 80% or higher on required standards as measured by grade level unit and common assessments. 1a

G043475

Targets Supported 1b

Indicator	Annual Target
FAA Science Proficiency	80.0

Resources Available to Support the Goal 2

- ThinkCentral- Holt Text
- Science Coach

Targeted Barriers to Achieving the Goal 3

- Disruptive Classroom Behavior

Plan to Monitor Progress Toward G2. 8

Students will keep data folders recording progress toward benchmark goals. Teachers will post class results on data walls.

Person Responsible

Winston Bishop

Schedule

Weekly, from 8/18/2014 to 5/22/2015

Evidence of Completion

Data folders and walls will be monitored. Students interims and grade reports will also reflect progress toward goal.

G3. During the 2014-15 school year, 90% of LAMS students will participate in a STEM/CTE experience.

1a

G043474

Targets Supported 1b

Indicator	Annual Target
FAA Science Proficiency	90.0

Resources Available to Support the Goal 2

- STEM subject area activities

Targeted Barriers to Achieving the Goal 3

- Lack of resources allocated for STEM/CTE activities.

Plan to Monitor Progress Toward G3. 8

Students participation in schoolwide Science Fair will be recorded.

Person Responsible

Winston Bishop

Schedule

On 10/13/2014

Evidence of Completion

Rubric scores for the project will be recorded in Pinnacle.

G4. By May 2015, 65% of LAMS parents will have attended meetings and/or academic functions. 1a

G043444

Targets Supported 1b

Indicator	Annual Target
2+ Course Failures - Middle Grades	65.0

Resources Available to Support the Goal 2

- LAMS Website
- ParentLink

Targeted Barriers to Achieving the Goal 3

- Ineffective flow of information

Plan to Monitor Progress Toward G4. 8

Attendance at school events will be recorded.

Person Responsible

Chevoneese Anderson Thomas

Schedule

Monthly, from 8/18/2014 to 5/22/2015

Evidence of Completion

Attendance sheets will be collected from school events.

G5. In 2014-15, 50% of all students will score at proficiency or higher on the monthly writing assessment.

1a

G043441

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	50.0

Resources Available to Support the Goal 2

- New Language Arts curriculum

Targeted Barriers to Achieving the Goal 3

- Lack of consistency in writing expectations across the curriculum.

Plan to Monitor Progress Toward G5. 8

Scores from monthly writing prompts will be analyzed and shared at PLC meetings by the Language Arts team.

Person Responsible

Monica Gregory

Schedule

Monthly, from 8/18/2014 to 5/22/2015

Evidence of Completion

Rubrics will be collected from all departments and shared.

G6. In 2014-15, 90% of students will pass the 8th Grade Math EOC. 1a

G043440

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	90.0

Resources Available to Support the Goal 2

- New math curriculum
- Math Coach

Targeted Barriers to Achieving the Goal 3

- Standard based instruction versus 8th Grade Algebra 1

Plan to Monitor Progress Toward G6. 8

Common assessments will be given quarterly. Results will be used to monitor progress.

Person Responsible

Kenneth Colbert

Schedule

Quarterly, from 8/18/2014 to 5/22/2015

Evidence of Completion

Data from Performance Matters and Clicker quizzes will be collected.

G7. In 2014-15, 80% of all LAMS students scoring in the lowest 25% in math will increase scores by at least 40% on common assessments. 1a

G043426

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	80.0
Math Gains	80.0

Resources Available to Support the Goal 2

- New math curriculum
- Math Coach

Targeted Barriers to Achieving the Goal 3

- Planning time

Plan to Monitor Progress Toward G7. 8

Common assessments will be given in each grade level. Results will be displayed on class data walls.

Person Responsible

Kenneth Colbert

Schedule

Weekly, from 8/18/2014 to 5/22/2015

Evidence of Completion

Grades will be recorded in Pinnacle to be displayed on data walls.

G8. In the 2014-15 school year, 100% of 7th grade students will be proficient in CIVICS benchmark assessments. 1a

G042776

Targets Supported 1b

Indicator	Annual Target
FAA Reading Proficiency	100.0

Resources Available to Support the Goal 2

- Teaching materials (icivics, student INBs, floridacitizen.org, textbooks)
- LAMS Pride
- Teachers intra- and interdepartmentally

Targeted Barriers to Achieving the Goal 3

- Lack of parental involvement

Plan to Monitor Progress Toward G8. 8

Benchmark quizzes and unit assessments will be used to monitor progress.

Person Responsible

Miguel Teixeira

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Evidence collected will be assessments, projects, interactive notebooks. Interim and quarterly grade reports will be used to determine progress as well.

G9. In 2014, 15, 80% of students in the lowest 25% will make learning gains in reading by May 2015 as measured by Achieve3000 Level Sets and Common Course Exams. 1a

G040528

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	80.0
ELA/Reading Gains	80.0

Resources Available to Support the Goal 2

- Classroom Teachers who have been trained in The Leader in Me and Positive Behavior Supports, Two Guidance Counselors, Administrators, Reading Coach, Math Coach, Teacher Leaders, Support Staff, Performance Matters, Castle data base and PBS cards.

Targeted Barriers to Achieving the Goal 3

- Student Apathy towards academic performance.

G10. In 2014-2015, 80% of all ELL students will score 60% or higher in listening/speaking skills as measured by the CELLA test. 1a

G039312

Targets Supported 1b

Indicator	Annual Target
CELLA Listening/Speaking Proficiency	80.0

Resources Available to Support the Goal 2

- ESOL paraprofessionals
- Rosetta Stone

Targeted Barriers to Achieving the Goal 3

- Lack of resources (including technology, printed materials and educational activities)

Plan to Monitor Progress Toward G10. 8

Interims, Report Cards, Common Course Exams, Teen Biz (Achieve 3000), Accelerated Reader, Performance Matters, FCAT Olympics

Person Responsible

Chevoneese Anderson Thomas

Schedule

Biweekly, from 8/18/2014 to 5/1/2015

Evidence of Completion

Reports from: Interims, Report Cards, Common Course Exams, Teen Biz (Achieve 3000), Accelerated Reader, Performance Matters, FCAT Olympics

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. In 2014-15, 80% of all students will increase 150 lexile points or more as measured by TeenBiz Program.

1

 G043491

G1.B1 Teachers in other departments may not be certified in reading or have skills needed to implement reading strategies in their content area. **2**

 B106579

G1.B1.S1 Assign reading endorsed teachers to assist content area teachers to effectively model strategies. **4**

 S117897

Strategy Rationale

Content area teachers would benefit from the knowledge and skills of reading endorsed teachers.

Action Step 1 **5**

Content area teachers would work with reading endorsed teachers or reading coach to implement reading strategies in their classrooms.

Person Responsible

Fallynn Guardado

Schedule

Biweekly, from 8/18/2014 to 5/22/2015

Evidence of Completion

Oncourse lesson plans will be monitored to check for effective reading strategies.

Action Step 2 5

Teachers will have opportunity to implement innovative ideas or attend training.

Person Responsible

Fallynn Guardado

Schedule

On 5/1/2015

Evidence of Completion

Inservice records or receipts will be used to document completion.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Lesson plans will be monitored, administrators will conduct walk-throughs, and teachers will participate in interdiscipline PLC to monitor implementation.

Person Responsible

Neketa Watson

Schedule

Weekly, from 8/18/2014 to 5/22/2015

Evidence of Completion

TeenBiz reports will be monitored weekly along with Oncourse lesson plans to monitor fidelity.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

TeenBiz will be monitored. Adjustments (remediation and remediation) will be determined during PLC meetings.

Person Responsible

Fallynn Guardado

Schedule

Biweekly, from 8/18/2014 to 5/22/2015

Evidence of Completion

TeenBiz reports will monitor effectiveness, as well as Interim and Grade Reports.

G2. In 2014-2015, 80% of all science students will score 80% or higher on required standards as measured by grade level unit and common assessments. 1

G043475

G2.B1 Disruptive Classroom Behavior 2

B107074

G2.B1.S1 Teachers will utilize teambuilding activities during instructional time. 4

S118454

Strategy Rationale

When students build positive relationships, they are less likely to cause disruption in class.

Action Step 1 5

Teachers will attend school-based Kagan inservice training which will be scheduled throughout the year.

Person Responsible

Monica Gregory

Schedule

Monthly, from 8/18/2014 to 5/22/2015

Evidence of Completion

Attendance will be taken at each training. Participants will receive inservice points which will be reflected on their People Soft account.

Action Step 2 5

Cambridge teachers will attend training.

Person Responsible

Chevoneese Anderson Thomas

Schedule

On 10/30/2014

Evidence of Completion

Inservice and course completion certificates will document completion.

Action Step 3 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Lesson plans will be monitored for fidelity of implementation. The Science Coach and administration will conduct walk-throughs to check for teambuilding activities.

Person Responsible

Winston Bishop

Schedule

Monthly, from 8/18/2014 to 5/22/2015

Evidence of Completion

Oncourse lesson plans will be posted and checked by administration. Class walk-through data will be available to teachers as feedback.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Teachers and administration will monitor the PBS card for a reduction of signed boxes, as well as the number of referrals for misconduct.

Person Responsible

Lisa Sliveroski

Schedule

Weekly, from 8/18/2014 to 5/22/2015

Evidence of Completion

CASTLE will be used to monitor the number of incidents requiring PBS signature or referrals during instruction.

G3. During the 2014-15 school year, 90% of LAMS students will participate in a STEM/CTE experience. 1

G043474

G3.B1 Lack of resources allocated for STEM/CTE activities. 2

B106581

G3.B1.S1 All students will participate in the schoolwide Science Fair. 4

S117898

Strategy Rationale

All students will be exposed to a combination of Science, technology, engineering and mathematics into an interdisciplinary approach to learning.

Action Step 1 5

The STEM/CTE SIP Team will schedule school-wide interdisciplinary STEM activities and monitor student participation.

Person Responsible

Winston Bishop

Schedule

Semiannually, from 8/18/2014 to 5/22/2015

Evidence of Completion

Oncourse lesson plans will be monitored to check for STEM activities.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Teachers will collaborate during PLC meetings and common planning time on requirements and progress of students for the Science Fair.

Person Responsible

Winston Bishop

Schedule

Weekly, from 8/18/2014 to 10/13/2014

Evidence of Completion

Rubrics will be used to evaluate Science Fair projects.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

The Science Coach will monitor resources needed by teachers and students in order to successfully complete Science Fair project.

Person Responsible

Winston Bishop


Schedule

Weekly, from 8/18/2014 to 10/13/2014


Evidence of Completion

Oncourse lesson plans will be monitored to check for strategies to ensure students are receiving modeling and feedback on selected projects.


G4. By May 2015, 65% of LAMS parents will have attended meetings and/or academic functions. 1

 G043444

G4.B1 Ineffective flow of information 2

 B106502

G4.B1.S1 Improve communication through the use of social media, press releases, and teacher websites 4

 S117795

Strategy Rationale

Parents will more likely attend school events when they are well informed.

Action Step 1 5

Teachers will make designated appointees aware of school events to be released to the media and sent out to parents via the school website and through ParentLink.

Person Responsible

Chevoneese Anderson Thomas

Schedule

Biweekly, from 8/18/2014 to 5/22/2015

Evidence of Completion

Attendance will be taken at all school events.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Administration will monitor messages being sent to media and parents.

Person Responsible

Chevoneese Anderson Thomas

Schedule

Biweekly, from 8/18/2014 to 5/22/2015

Evidence of Completion

Administration will monitor/collect ParentLink and CASTLE reports.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Attendance will be tracked via a data wall at LAMS.

Person Responsible

Schedule

Evidence of Completion

Attendance sheets will be collected from each school event.

G5. In 2014-15, 50% of all students will score at proficiency or higher on the monthly writing assessment. 1

G043441

G5.B1 Lack of consistency in writing expectations across the curriculum. 2

B106484

G5.B1.S1 Create rubric and communicate content area writing expectations. 4

S117769

Strategy Rationale

Teachers and students will have better understanding of expectations.

Action Step 1 5

Language Arts teachers will work with other departments to coordinate expectations for writing.

Person Responsible

Monica Gregory

Schedule

Monthly, from 8/18/2014 to 5/22/2015

Evidence of Completion

Rubrics will be used by each department to assess student writing across the curriculum.

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Language Arts teachers will assist other departments in the use of effectively using rubrics to assess student writing.

Person Responsible

Monica Gregory

Schedule

Monthly, from 8/18/2014 to 5/22/2015

Evidence of Completion

Rubrics will be collected once a month from each content area.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Monthly writing assessments will be given in Language Arts to monitor progress.

Person Responsible

Monica Gregory

Schedule

Monthly, from 8/18/2014 to 5/22/2015

Evidence of Completion

Scores from monthly prompts will be recorded in student data folders and on the Class Data Wall.

G6. In 2014-15, 90% of students will pass the 8th Grade Math EOC. 1

G043440

G6.B2 Standard based instruction versus 8th Grade Algebra 1 2

B106473

G6.B2.S1 Teachers will utilize common planning time to create lessons and share best practices. 4

S117762

Strategy Rationale

Common planning provides to opportunity to assist new-to-grade level teachers and create common assessments.

Action Step 1 5

Teachers will meet weekly during common planning time to prepare upcoming lessons and share ideas.

Person Responsible

Kenneth Colbert

Schedule

Weekly, from 8/18/2014 to 5/22/2015

Evidence of Completion

Data will be shared weekly at PLC meeting and shared with Math Coach and admin.

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Teachers will share and post weekly lesson plans on Oncourse. Data walls will be used in the classrooms to display progress toward goals.

Person Responsible

Kenneth Colbert

Schedule

Weekly, from 8/18/2014 to 5/22/2015

Evidence of Completion

PLC agenda minutes will be collected by admin. Teachers will use Performance Matters to track and record progress toward benchmark goals.

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

Teachers will use Performance Matters and Grade Reports to monitor the effectiveness of instruction.

Person Responsible

Kenneth Colbert


Schedule

Weekly, from 8/18/2014 to 5/22/2015


Evidence of Completion

During PLC meetings, teachers will share Performance Matters Baseball Card data. Student data folders will be utilized, and Interact Math notebooks will be monitored and assessed.


G7. In 2014-15, 80% of all LAMS students scoring in the lowest 25% in math will increase scores by at least 40% on common assessments. 1

 G043426

G7.B1 Planning time 2

 B106421

G7.B1.S1 Common area teachers will have common planning time. 4

 S117700

Strategy Rationale

Teachers will have opportunity to use time more efficiently for planning and sharing best practices.

Action Step 1 5

Teachers will meet weekly during common planning time, as well as during PLC.

Person Responsible

Joseph Restino

Schedule

Weekly, from 8/18/2014 to 5/22/2015

Evidence of Completion

Oncourse lesson plans, classroom data walls, admin. walk-throughs

Action Step 2 5

Teachers will have opportunity to implement innovative ideas or attend training.

Person Responsible

Kenneth Colbert

Schedule

On 5/1/2015

Evidence of Completion

Inservice records or receipts will document completion.

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

The math coach will meet with teachers and be in meetings to support lesson planning.

Person Responsible

Kenneth Colbert

Schedule

Weekly, from 8/18/2014 to 5/22/2015

Evidence of Completion

Classroom data walls and Oncourse lesson plans will be monitored.

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

The PLC process will assist in monitoring the effectiveness of common planning.

Person Responsible

Kenneth Colbert

Schedule

Weekly, from 8/18/2014 to 5/22/2015

Evidence of Completion

PLC agenda minutes will be written weekly and given to the facilitator and administrator.

G8. In the 2014-15 school year, 100% of 7th grade students will be proficient in CIVICS benchmark assessments. 1

G042776

G8.B1 Lack of parental involvement 2

B104476

G8.B1.S1 Increase in the number of Social Studies Nights throughout the year. 4

S115654

Strategy Rationale

Parents will attend these events and realize the importance of civics and the end-of-course exam.

Action Step 1 5

The Social Studies department will organize two Social Studies nights.

Person Responsible

Miguel Teixeira

Schedule

Semiannually, from 10/1/2014 to 4/13/2015

Evidence of Completion

Parents will sign in to verify attendance at events.

Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

Effectiveness will be determined by the number of parents who attend and participate in both of the events.

Person Responsible

Miguel Teixeira

Schedule

Semiannually, from 9/5/2014 to 4/13/2015

Evidence of Completion

Sign-in sheets will be out for parents to sign at each event.

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

Students will be completing projects for Social Studies Night. Student/parent attendance will increase from first to second event.

Person Responsible

Miguel Teixeira

Schedule

Semiannually, from 10/1/2014 to 5/1/2015

Evidence of Completion

Attendance sheets will be collected.

G8.B1.S2 Teachers will recruit more students into civics tutoring. 4

 S115655

Strategy Rationale

Students need assistance in civics education in addition to what they have available at home.

Action Step 1 5

Teachers will recruit more students into the tutoring program.

Person Responsible

Miguel Teixeira

Schedule

Quarterly, from 10/13/2014 to 5/1/2015

Evidence of Completion

Teachers will be required to issue reports of tutored students and provide artifacts of student learning.

Plan to Monitor Fidelity of Implementation of G8.B1.S2 6

Administrators will walk through tutoring classroom and monitor attendance sheet.

Person Responsible

Neketa Watson

Schedule

Quarterly, from 10/13/2014 to 5/1/2015

Evidence of Completion

Tutors will take attendance at tutoring sessions. Effectiveness will be determined by an increase in student assessment scores (retakes, tutoring quizzes, etc).

Plan to Monitor Effectiveness of Implementation of G8.B1.S2 7

Teachers will be required to issue reports of tutored students and provide artifacts of student learning.

Person Responsible

Miguel Teixeira

Schedule

On 5/1/2015

Evidence of Completion

Tutoring sheets will be collected as well as samples of student work.

G9. In 2014, 15, 80% of students in the lowest 25% will make learning gains in reading by May 2015 as measured by Achieve3000 Level Sets and Common Course Exams. 1

G040528

G9.B1 Student Apathy towards academic performance. 2

B101040

G9.B1.S1 Students will create a personal life goal using a template and learn about the lexile levels they need to reach to be successful in three different professions. 4

S112272

Strategy Rationale

We believe if all students complete goal setting activities, participate in Positive Behavior Supports and live the 7 Habits of highly effective people, they will increase intrinsic motivation to meet academic goals with the assistance of the school community.

Action Step 1 5

All students will write personal smart goals for their future using character traits as well as potential job possibilities.

Person Responsible

Schedule

Quarterly, from 8/18/2014 to 10/17/2014

Evidence of Completion

Students will have documents completed on October 17th as evidenced by binder checks.

Plan to Monitor Fidelity of Implementation of G9.B1.S1 6

Dr. Patrick Davis and Carmelita Hampton will assist in classrooms. TIF teachers and Coaches will be available to assist in the implementation.

Person Responsible

Schedule

Quarterly, from 8/18/2014 to 10/17/2014

Evidence of Completion

Binder Check by classroom teachers. All students have written personal smart goals for their future using character traits as well as potential job possibilities.

Plan to Monitor Effectiveness of Implementation of G9.B1.S1 7

Student interims, Data from formative assessments in Reading and Math. D/F percentage report

Person Responsible


Schedule

Quarterly, from 8/18/2014 to 10/17/2014


Evidence of Completion

Team will assess data at Monthly PLC meetings.


G10. In 2014-2015, 80% of all ELL students will score 60% or higher in listening/speaking skills as measured by the CELLA test. 1

 G039312

G10.B1 Lack of resources (including technology, printed materials and educational activities) 2

 B094657

G10.B1.S1 Uniform ESOL strategies will be incorporated into weekly lesson plans. 4

 S105717

Strategy Rationale

Students will consistently have clear modifications in each of their core classes.

Action Step 1 5

Weekly lesson plans will include ESOL accommodations that will be implemented with each lesson.

Person Responsible

Chevoneese Anderson Thomas

Schedule

Weekly, from 8/18/2014 to 5/1/2015

Evidence of Completion

Oncourse lesson plans, classroom walk-throughs

Plan to Monitor Fidelity of Implementation of G10.B1.S1 6

Lesson plans, walkthroughs, PLCs conversations, student Progress Monitoring

Person Responsible

Chevoneese Anderson Thomas

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Teachers will post lesson plans weekly for a.dministration to check and provide feedback through Oncourse

Plan to Monitor Effectiveness of Implementation of G10.B1.S1 7

ESOL professional will assist teachers in obtaining resources needed in their classrooms.

Person Responsible

Chevoneese Anderson Thomas

Schedule

Biweekly, from 8/18/2014 to 5/1/2015

Evidence of Completion

Oncourse lesson plans listing ESOL resources/strategies

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
G10.B1.S1.A1	Weekly lesson plans will include ESOL accommodations that will be implemented with each lesson.	Anderson Thomas, Chevoneese	8/18/2014	Oncourse lesson plans, classroom walk-throughs	5/1/2015 weekly
G9.B1.S1.A1	All students will write personal smart goals for their future using character traits as well as potential job possibilities.		8/18/2014	Students will have documents completed on October 17th as evidenced by binder checks.	10/17/2014 quarterly
G8.B1.S1.A1	The Social Studies department will organize two Social Studies nights.	Teixeira, Miguel	10/1/2014	Parents will sign in to verify attendance at events.	4/13/2015 semiannually
G8.B1.S2.A1	Teachers will recruit more students into the tutoring program.	Teixeira, Miguel	10/13/2014	Teachers will be required to issue reports of tutored students and provide artifacts of student learning.	5/1/2015 quarterly
G7.B1.S1.A1	Teachers will meet weekly during common planning time, as well as during PLC.	Restino, Joseph	8/18/2014	Oncourse lesson plans, classroom data walls, admin. walk-throughs	5/22/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.B2.S1.A1	Teachers will meet weekly during common planning time to prepare upcoming lessons and share ideas.	Colbert, Kenneth	8/18/2014	Data will be shared weekly at PLC meeting and shared with Math Coach and admin.	5/22/2015 weekly
G5.B1.S1.A1	Language Arts teachers will work with other departments to coordinate expectations for writing.	Gregory, Monica	8/18/2014	Rubrics will be used by each department to assess student writing across the curriculum.	5/22/2015 monthly
G4.B1.S1.A1	Teachers will make designated appointees aware of school events to be released to the media and sent out to parents via the school website and through ParentLink.	Anderson Thomas, Chevoneese	8/18/2014	Attendance will be taken at all school events.	5/22/2015 biweekly
G1.B1.S1.A1	Content area teachers would work with reading endorsed teachers or reading coach to implement reading strategies in their classrooms.	Guardado, Fallynn	8/18/2014	Oncourse lesson plans will be monitored to check for effective reading strategies.	5/22/2015 biweekly
G3.B1.S1.A1	The STEM/CTE SIP Team will schedule school-wide interdisciplinary STEM activities and monitor student participation.	Bishop, Winston	8/18/2014	Oncourse lesson plans will be monitored to check for STEM activities.	5/22/2015 semiannually
G2.B1.S1.A1	Teachers will attend school-based Kagan inservice training which will be scheduled throughout the year.	Gregory, Monica	8/18/2014	Attendance will be taken at each training. Participants will receive inservice points which will be reflected on their People Soft account.	5/22/2015 monthly
G2.B1.S1.A2	Cambridge teachers will attend training.	Anderson Thomas, Chevoneese	10/1/2014	Inservice and course completion certificates will document completion.	10/30/2014 one-time
G5.B1.S1.A2	[no content entered]			once	
G1.B1.S1.A2	Teachers will have opportunity to implement innovative ideas or attend training.	Guardado, Fallynn	9/1/2014	Inservice records or receipts will be used to document completion.	5/1/2015 one-time
G7.B1.S1.A2	Teachers will have opportunity to implement innovative ideas or attend training.	Colbert, Kenneth	9/1/2014	Inservice records or receipts will document completion.	5/1/2015 one-time
G2.B1.S1.A3	[no content entered]			once	
G1.MA1	Students will be responsible for monitoring their progress through data folders. Teachers will have class data walls to chart TeenBiz progress.	Guardado, Fallynn	8/18/2014	TeenBiz reports will be collected to monitor progress toward goal.	5/22/2015 biweekly
G1.B1.S1.MA1	TeenBiz will be monitored. Adjustments (remediation and remediation) will be determined during PLC meetings.	Guardado, Fallynn	8/18/2014	TeenBiz reports will monitor effectiveness, as well as Interim and Grade Reports.	5/22/2015 biweekly
G1.B1.S1.MA1	Lesson plans will be monitored, administrators will conduct walk-throughs, and teachers will participate in interdiscipline PLC to monitor implementation.	Watson, Neketa	8/18/2014	TeenBiz reports will be monitored weekly along with Oncourse lesson plans to monitor fidelity.	5/22/2015 weekly
G2.MA1	Students will keep data folders recording progress toward benchmark goals. Teachers will post class results on data walls.	Bishop, Winston	8/18/2014	Data folders and walls will be monitored. Students interims and grade reports will also reflect progress toward goal.	5/22/2015 weekly
G2.B1.S1.MA1	Teachers and administration will monitor the PBS card for a reduction of signed boxes, as well as the number of referrals for misconduct.	Sliveroski, Lisa	8/18/2014	CASTLE will be used to monitor the number of incidents requiring PBS signature or referrals during instruction.	5/22/2015 weekly
G2.B1.S1.MA1	Lesson plans will be monitored for fidelity of implementation. The Science Coach and administration will conduct walk-throughs to check for teambuilding activities.	Bishop, Winston	8/18/2014	Oncourse lesson plans will be posted and checked by administration. Class walk-through data will be available to teachers as feedback.	5/22/2015 monthly
G3.MA1	Students participation in schoolwide Science Fair will be recorded.	Bishop, Winston	8/18/2014	Rubric scores for the project will be recorded in Pinnacle.	10/13/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	The Science Coach will monitor resources needed by teachers and students in order to successfully complete Science Fair project.	Bishop, Winston	8/18/2014	Oncourse lesson plans will be monitored to check for strategies to ensure students are receiving modeling and feedback on selected projects.	10/13/2014 weekly
G3.B1.S1.MA1	Teachers will collaborate during PLC meetings and common planning time on requirements and progress of students for the Science Fair.	Bishop, Winston	8/18/2014	Rubrics will be used to evaluate Science Fair projects.	10/13/2014 weekly
G4.MA1	Attendance at school events will be recorded.	Anderson Thomas, Chevoneese	8/18/2014	Attendance sheets will be collected from school events.	5/22/2015 monthly
G4.B1.S1.MA1	Attendance will be tracked via a data wall at LAMS.		Attendance sheets will be collected from each school event.	one-time	
G4.B1.S1.MA1	Administration will monitor messages being sent to media and parents.	Anderson Thomas, Chevoneese	8/18/2014	Administration will monitor/collect ParentLink and CASTLE reports.	5/22/2015 biweekly
G5.MA1	Scores from monthly writing prompts will be analyzed and shared at PLC meetings by the Language Arts team.	Gregory, Monica	8/18/2014	Rubrics will be collected from all departments and shared.	5/22/2015 monthly
G5.B1.S1.MA1	Monthly writing assessments will be given in Language Arts to monitor progress.	Gregory, Monica	8/18/2014	Scores from monthly prompts will be recorded in student data folders and on the Class Data Wall.	5/22/2015 monthly
G5.B1.S1.MA1	Language Arts teachers will assist other departments in the use of effectively using rubrics to assess student writing.	Gregory, Monica	8/18/2014	Rubrics will be collected once a month from each content area.	5/22/2015 monthly
G6.MA1	Common assessments will be given quarterly. Results will be used to monitor progress.	Colbert, Kenneth	8/18/2014	Data from Performance Matters and Clicker quizzes will be collected.	5/22/2015 quarterly
G6.B2.S1.MA1	Teachers will use Performance Matters and Grade Reports to monitor the effectiveness of instruction.	Colbert, Kenneth	8/18/2014	During PLC meetings, teachers will share Performance Matters Baseball Card data. Student data folders will be utilized, and Interact Math notebooks will be monitored and assessed.	5/22/2015 weekly
G6.B2.S1.MA1	Teachers will share and post weekly lesson plans on Oncourse. Data walls will be used in the classrooms to display progress toward goals.	Colbert, Kenneth	8/18/2014	PLC agenda minutes will be collected by admin. Teachers will use Performance Matters to track and record progress toward benchmark goals.	5/22/2015 weekly
G7.MA1	Common assessments will be given in each grade level. Results will be displayed on class data walls.	Colbert, Kenneth	8/18/2014	Grades will be recorded in Pinnacle to be displayed on data walls.	5/22/2015 weekly
G7.B1.S1.MA1	The PLC process will assist in monitoring the effectiveness of common planning.	Colbert, Kenneth	8/18/2014	PLC agenda minutes will be written weekly and given to the facilitator and administrator.	5/22/2015 weekly
G7.B1.S1.MA1	The math coach will meet with teachers and be in meetings to support lesson planning.	Colbert, Kenneth	8/18/2014	Classroom data walls and Oncourse lesson plans will be monitored.	5/22/2015 weekly
G8.MA1	Benchmark quizzes and unit assessments will be used to monitor progress.	Teixeira, Miguel	8/18/2014	Evidence collected will be assessments, projects, interactive notebooks. Interim and quarterly grade reports will be used to determine progress as well.	5/29/2015 weekly
G8.B1.S1.MA1	Students will be completing projects for Social Studies Night. Student/parent attendance will increase from first to second event.	Teixeira, Miguel	10/1/2014	Attendance sheets will be collected.	5/1/2015 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G8.B1.S1.MA1	Effectiveness will be determined by the number of parents who attend and participate in both of the events.	Teixeira, Miguel	9/5/2014	Sign-in sheets will be out for parents to sign at each event.	4/13/2015 semiannually
G8.B1.S2.MA1	Teachers will be required to issue reports of tutored students and provide artifacts of student learning.	Teixeira, Miguel	10/1/2014	Tutoring sheets will be collected as well as samples of student work.	5/1/2015 one-time
G8.B1.S2.MA1	Administrators will walk through tutoring classroom and monitor attendance sheet.	Watson, Neketa	10/13/2014	Tutors will take attendance at tutoring sessions. Effectiveness will be determined by an increase in student assessment scores (retakes, tutoring quizzes, etc).	5/1/2015 quarterly
G9.B1.S1.MA1	Student interims, Data from formative assessments in Reading and Math. D/F percentage report		8/18/2014	Team will assess data at Monthly PLC meetings.	10/17/2014 quarterly
G9.B1.S1.MA1	Dr. Patrick Davis and Carmelita Hampton will assist in classrooms. TIF teachers and Coaches will be available to assist in the implementation.		8/18/2014	Binder Check by classroom teachers. All students have written personal smart goals for their future using character traits as well as potential job possibilities.	10/17/2014 quarterly
G10.MA1	Interims, Report Cards, Common Course Exams, Teen Biz (Achieve 3000), Accelerated Reader, Performance Matters, FCAT Olympics	Anderson Thomas, Chevoneese	8/18/2014	Reports from: Interims, Report Cards, Common Course Exams, Teen Biz (Achieve 3000), Accelerated Reader, Performance Matters, FCAT Olympics	5/1/2015 biweekly
G10.B1.S1.MA1	ESOL professional will assist teachers in obtaining resources needed in their classrooms.	Anderson Thomas, Chevoneese	8/18/2014	Oncourse lesson plans listing ESOL resources/strategies	5/1/2015 biweekly
G10.B1.S1.MA1	Lesson plans, walkthroughs, PLCs conversations, student Progress Monitoring	Anderson Thomas, Chevoneese	8/18/2014	Teachers will post lesson plans weekly for a.dministration to check and provide feedback through Oncourse	6/1/2015 weekly

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.

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: In 2014-15, 80% of all students will increase 150 lexile points or more as measured by TeenBiz Program.	1,000
Goal 2: In 2014-2015, 80% of all science students will score 80% or higher on required standards as measured by grade level unit and common assessments.	5,500
Goal 5: In 2014-15, 50% of all students will score at proficiency or higher on the monthly writing assessment.	1,000
Goal 7: In 2014-15, 80% of all LAMS students scoring in the lowest 25% in math will increase scores by at least 40% on common assessments.	1,000
Grand Total	8,500

Goal 1: In 2014-15, 80% of all students will increase 150 lexile points or more as measured by TeenBiz Program.

Description	Source	Total
B1.S1.A2 - Training, project	School Improvement Funds	1,000
Total Goal 1		1,000

Goal 2: In 2014-2015, 80% of all science students will score 80% or higher on required standards as measured by grade level unit and common assessments.

Description	Source	Total
B1.S1.A2 - Cambridge Training	School Improvement Funds	4,500
B1.S1.A3 - Training or project	School Improvement Funds	1,000
Total Goal 2		5,500

Goal 5: In 2014-15, 50% of all students will score at proficiency or higher on the monthly writing assessment.

Description	Source	Total
B1.S1.A2 - Teacher training, projects	School Improvement Funds	1,000
Total Goal 5		1,000

Goal 7: In 2014-15, 80% of all LAMS students scoring in the lowest 25% in math will increase scores by at least 40% on common assessments.

Description	Source	Total
B1.S1.A2 - Training or project	School Improvement Funds	1,000
Total Goal 7		1,000