

Bonita Springs Middle Center For The Arts



2014-15 School Improvement Plan

Bonita Springs Middle Center For The Arts

10141 W TERRY ST, Bonita Springs, FL 34135

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

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

77%

Alternative/ESE Center

No

Charter School

No

Minority

64%

School Grades History

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

Expanding Minds, Strengthening Bodies, Nurturing Souls for Lifelong Success

Provide the school's vision statement

Building a Community of Lifelong Learners through Academics and the Arts

School Environment

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

Bonita Springs Middle Center for the Arts hosts multiple informational and orientation opportunities where parents and students can meet teachers and staff. These include open-houses, 6th grade orientation, and curriculum nights. During this time teachers have time to discuss student cultural backgrounds. In addition, the first week of school teachers have students complete a background form that provides information about the student and allows the teacher to better know the dreams and goals of the students. During the year, the school hosts a cultural fair night that provides an opportunity for students to share their cultures with the community.

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

BSMCA provides a no-cost before school program called horseplay that allows students on campus an hour before school starts. This ensures that students are not home alone or waiting unsupervised in front of the school before school hours. During school hours all teachers and administrative staff are in the hallways during all class changes. This allows us to ensure safety in the hallways and assist any students who are having a hard time navigating the building. The positive behavior support (PBS) program used by all teachers and administration rewards the positive behavior of students and encourages relationships between teachers and students. A free after school tutoring program is available to all students who need academic or emotional support after school hours. Certified teachers and the school counselor are available every school day to help with homework and/or provide a safe welcoming environment for students who need a place to stay after school. The incoming 6th graders are invited to attend a 3 day long summer program called Early Stallions that provides an opportunity for new students to becoming familiar with the school and staff in a safe, anxiety free environment. In addition, our School Resource Office (SRO) runs a cadet program that allows students the opportunity to communicate safety concerns on campus. The SRO builds a positive rapport with the students and community many times acting as a translator during parent conferences. The SRO provides night time training for parents on community/students issues.

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

Teachers differentiate their instruction by using Kagan cooperative learning strategies, hands on activities, arts integration, and math teachers utilize white boards around the room to keep students engaged and focused during the lessons.

Through the Positive Behavior Support (PBS) program, teachers reward students for doing the right thing and following the expectations using the school-wide initiative called the Stallionaire Card. Student receive an initial every time they are working in a positive manner. Students gain initials to work toward attending events and attaining other rewards. The school has protocols in place to inform students and parents when a student makes a wrong choice by having the teacher make a note in the student agenda. School-wide trainings have been conducted by the administrative and PBS teams to inform the staff of these procedures. BSMCA has a school-wide theme of expectations that all students and staff will be Prepared, Respectful and On-time (PRO). The administration meets quarterly to conference with each individual student to discuss personal goals, academics, and behavior.

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

BSMCA has a mentoring program that matches school staff with students who have been identified through our Early Warning Systems as at-risk. Staff members meet regularly with the student that they mentor and discuss grades, attendance, behavior, and social-emotional well-being. Students who need additional support are referred to the school counselor who will provide counseling and if necessary information about support outside of school. The school counselor and mentors continue to meet with students throughout the year in order to ensure that all students' needs are met. In addition, a member of the administrative/leadership team has an individual conference with every student 4 times a year. During this time they discuss grades, attendance, behavior and personal goals. Students feel comfortable approaching the administrator that they have met with to discuss any concerns. This builds rapport between the school and the child.

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

School administrators have an individual conference with all students during the first month of school. During these meetings administrators look at students current and previous years grades, assessment scores, attendance and behavior. Any students who meet 2 or more of the criteria listed below are added to the school's mentor list to ensure monitoring and provided appropriate interventions. Also, students who meet 2 or more of the criteria listed below have an administrative academic review. At that time a determination is made whether to initiate the MTSS process.

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in any core subject area including English Language Arts or mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	13	14	9	36
One or more suspensions	3	15	18	36
Course failure in ELA or Math	12	15	20	47
Level 1 on statewide assessment	24	29	37	90

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	7	16	18	41

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

Students who are identified as at-risk by the early warning system are placed into a study skills class that provides them with an additional 68 minutes of instruction every other day. This class focuses on homework help, study skills, and personal accountability. In addition, the parents of these students are notified that they are at risk and encouraged to send them to our free after-school tutoring program. During school, students have the opportunity to attend a Lunch Bunch program to complete missing assignments. They are also provided double periods of math and language arts.

If an academic review by the school leadership team recommends that a student begin the MTSS process, the MTSS problem-solving team meets to analyze student progress data. The team meets on a regular basis to monitor the progress of students receiving interventions and to identify students in need of more support. The team uses the four-step problem solving process as outlined in the Lee County School District's MTSS Guide:

1. Problem Identification- using data to identify and define problem behaviors/skill
2. Problem Analysis- using data to hypothesize why the problem behavior/skill identified is occurring
3. Intervention Design- developing and implementing evidence-based behavioral supports and interventions that match the hypothesis
4. Response to Instruction/Intervention- using data to determine the effectiveness of the supports and to decide the next steps

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/174230>.

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

The administrative team visits and attends meetings of multiple organizations such as the Bridge Fund, Lions Club, Elks, Daughters of the American Revolution, Florida Gulf Coast University, City Council, Literacy Council and Rotary. During these meeting the school representative shares our needs as well as the vision/mission and purpose of our school. We work to build positive relationships with our local organization and connect them with teachers who have specific needs. During the year students visit clubs and write thank you notes for their support. In addition, the school as obtained an adult education program that includes GED program and English as Second Language program. We are working with our school district to try and create a computer certification program that will provide additional training for our parents and community in commonly used computer business applications.

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
Maere, Linda	Principal
Blackmon, Mary	Assistant Principal
Gehlhausen, Lawrence	Assistant Principal
Brawner, Debbie	Instructional Coach
Mauriello, Amy	Instructional Coach
Colon, Vivian	Guidance Counselor

Duties

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

Linda Mitchell/Principal - Serves as the visionary and instructional leader of the school. She sets the tone for a collaborative culture within the school and focuses all staff on the success of all students. Her goal for the past 4 years has been to ensure that all teachers thoroughly understand that all students can and will make learning gains. She ensure that all teachers leave at the end of the each year with current research based articles and/or books to keep them informed of the most resent research based strategies. Mrs. Mitchell holds weekly leadership meetings in order ensure that all decisions are based on data and in the best interest of students.

Mary Blackmon/Assistant Principal - Provides curriculum guidance and support for leadership and teachers. Determines professional development needs through observations, discussions and feedback from teachers. She guides the direction of Professional Learning Communities and holds teams accountable to ensure that collaborative data-driven instruction is implemented.

Lawrence Gehlhausen/Assistant Principal - Supports teachers by ensuring a safe and positive learning environment. He works collaboratively with the Positive Behavior Support committee to maintain an environment of mutual respect between students and faculty. He facilitates the school-based component of the new-teacher orientation program and oversees the operations of the building.

Vivian Colon/ School Counselor - Monitors the progress of all students and ensures that the appropriate interventions are in place for students who need additional support. Leads the MTSS

problem solving team in the shared decision making process to develop student specific plans of support. Provides guidance to parents in order to maintain a home-school connection. Provides support to the Spanish speaking parents/community. Works as a liaison with outside community members (New Horizons, Big Brothers/Big Sisters program and other professionals) by assisting parents, organizations and students in order to maintain communication about specific students' needs.

Amy Mauriello/Learning Resource Teacher - Ensures that all faculty members have access to quality data and guides them in the use of data when making instructional decisions. Assists in implementation of professional development and instructional support for teachers. Serves as a facilitator during PLC's to ensure teams remain focused on data-driven decisions and instruction. Works as a liaison to the School Advisory Council to build a collaborative culture between stakeholders and administrators. As the ESOL coordinator, she provides specific ELL support to teachers and ensures that the needs of ELL students are met.

Debbie Brawner - Provides Language Arts/Reading instructional guidance to all teachers. Observes teachers during instruction and provides feedback to help teachers with instructional practices. Assists in implementation of professional development. Serves as a facilitator during PLC's to ensure teams remain focused on data-driven decisions and instruction. She models best practices in reading strategies and provides feedback to teachers in all content areas.

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 Bonita Springs Middle Center for the Arts meets on an as needed basis to analyze school and/or student progress data in order to monitor the progress of students receiving interventions and to identify students in need of more support. The team uses a four-step problem solving process:

1. Problem Identification—using data to identify and define problem behaviors/skill
2. Problem Analysis—using data to hypothesize why the problem behavior/skill identified is occurring
3. Intervention Design—developing and implementing evidence-based behavioral supports and interventions that match the hypothesis
4. Response to Instruction/Intervention—using data to determine the effectiveness of the supports and to decide next steps

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.

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, Part A

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.

Housing 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.

Other

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Andrew Miller	Teacher
Amy Mauriello	Teacher
Amy Pacheco	Parent
Linda Mitchell	Principal
Brandi Hingson	Education Support Employee
Sandy Soto-Garci	Education Support Employee
Betsy DJamoos	Parent
Holly Lopez	Business/Community
Ann Marie Peterson	Parent
Liz Vance-Miller	Parent
Iris Sullivan	Business/Community
	Student

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 Improvement Plan was sent electronically to all SAC members and placed on the school website prior to approval. Community stakeholder were encouraged to provide feedback during

meetings and via email. During SAC meetings the goals and strategies were discussed more extensively and SAC members provided input in the development/refinement of goals. After all corrections and suggestions were included, the School Improvement Plan was presented to all members for approval. A vote was taken during the School Advisory Council meeting to approve the SIP.

Development of this school improvement plan

SAC serves as a resource to the administration and leadership team by providing feedback on the School Improvement Plan and offering solutions to problems discovered during data analysis. The SAC was sent the previous year's School Improvement Plan and asked for input specifically on the development of this year's goals. Prior to submission the School Improvement Plan is shared to all members for input and approval.

Preparation of the school's annual budget and plan

The school's budget is presented to the SAC for their approval. Explanations of the budgets and allocations are discussed at an annual meeting.

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

\$3,000 was allocated for substitute teachers in order to allow teachers to observe other teachers within our school or at other schools.

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
Brawner, Debbie	Instructional Coach
Bonnell, Jill	Teacher, K-12
Blackmon, Mary	Assistant Principal
Maere, Linda	Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT will continue to support the use of CLOSE reading and the use of TeenBiz in all classrooms. In addition, they will provide student specific reading data to all teachers and implement professional development in using reading strategies during instruction. The LLT will support the use of Accelerated Reader to promote student independent reading goals.

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 meet as a Professional Learning Community (PLC) weekly to discuss common planning and common assessments. Each month, grade level teams meet to discuss specific lessons which lend themselves to cross curricular units. The teams have an opportunity to discuss specific needs of the grade level and their departments and plan units based around standards. In addition, teachers are scheduled opportunities to observe other teachers throughout the year in order to learn from modeling.

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

1. Mentors will meet with new teachers on a regular basis to assess needs and provide support and report to administration.
2. Mentors will be provided to new teachers to provide instructional support and guidance.
3. Regular classroom walkthroughs of all teachers will be conducted by administration in order to provide feedback.
4. Teachers are provided an opportunity to observe experienced teachers in order gain instructional strategies.
5. Administrators will attend the district teacher recruitment fairs.
6. Administrators will keep an open communication with FGCU and Edison State College School of Education in order to recruit highly trained teachers.

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

Experienced teachers with current clinical educator training are paired with new teachers in order to provide guidance and support. When possible, mentors are paired with teachers in like subject areas in order to provide specific strategies for the subject. Mentors provide support through regular meetings, observations, planning, modeling and evaluations. New teachers are also provided time to observe other classrooms in order to gain modeling of effective instructional strategies from multiple teachers. In addition, instructional coaches observe new teachers and provide feedback on instructional practices.

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

Teachers include lesson plans with standards attached. All lesson plans are based on Florida standards and the academic plan provided by the district. In addition, the district chosen curriculum in based on the Florida standards. Lesson plans are checked weekly to ensure that all standards are taught throughout the year. During PLC meetings teachers look at data from common assessments to determine standards that need to be taught or retaught. During the PLC meetings teachers use the standards and data from common assessment to determine the instructional focus. It is the expectation that lesson plans, instruction, and assessments must all be driven by Florida's standards not the instructional material.

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

During PLC meetings teachers use data from common assessments to determine the specific needs of all students. They review data in order to determine which students mastered the standard that was taught. Teachers also discuss instructional strategies to determine the most productive way to achieve student learning. And teachers discuss ways to reteach standards to students who did not demonstrate mastery.

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: Summer Program

Minutes added to school year: 2,880

Remediation for students who have failed one or more core classes. Students who have failed one or more classes in 6th or 7th grade are invited to attend so they do not have to make up classes the following year.

Strategy Rationale

To ensure students are promoted in a timely manner to high school.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Mauriello, Amy, amy1ma@leeschools.net

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

Credit history will be reviewed in order to determine if proficiency has been met.

Strategy: After School Program

Minutes added to school year: 9,720

Program provides free tutoring and homework assistance to all students. Teachers work one-on-one with students to provide additional time and support above the time that is allotted during regular classroom time. All students are encouraged to attend this program.

Strategy Rationale

Many students do not have someone who can help them with homework at home. Student receive assistance from classroom teachers.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Brawner, Debbie, debbieb@leeschools.net

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

a list of students who attend the program is maintained and referenced at the end of each quarter to determine if there is a correlation between increase student performance on grades and program attendance.

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

The administration meets with every student a minimum of three times a year. During this time they conference with students about assessment data, course selection and current grades. They also explain requirements for high school courses and college preparation. Career Planning is provided during business technical education and social studies courses.

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

Professional Learning Communities are utilized in order to build a culture of student learning within the school. Teams meet weekly to review data, determine student needs, and implement research-based instructional strategies in order to increase student learning. Teams consist of common content and cross-content teachers in order to focus on standard specific integrated learning opportunities for students. All students are provided AVID strategies such as use of binders and agendas for organization, Cornell note-taking, and goal setting.

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

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

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

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. Increase student achievement gains school-wide by focusing on teaching and learning.

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. Increase student achievement gains school-wide by focusing on teaching and learning. 1a

G039865

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	70.0
Math Gains	70.0
ELA/Reading Lowest 25% Gains	70.0
Math Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- District Trainers
- Reading Coach
- Learning Resource Teacher
- Technology
- Mentoring
- Common Planning - Professional Learning Communities
- Research based instructional strategies

Targeted Barriers to Achieving the Goal 3

- Emerging high yield instructional practices by teachers
- Emerging collaborative culture
- High percentage of students are economically disadvantaged and/or come from a family where English is a second language.

Plan to Monitor Progress Toward G1. 8

Review standards data from common assessments and Teenbiz reports.

Person Responsible

Amy Mauriello

Schedule

Monthly, from 9/24/2014 to 6/3/2015

Evidence of Completion

All students show academic growth throughout the year.

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. Increase student achievement gains school-wide by focusing on teaching and learning. **1**

 G039865

G1.B2 Emerging high yield instructional practices by teachers **2**

 B096304

G1.B2.S1 Teacher leaders and coaches will model best practices and provide mentoring support. **4**

 S107493

Strategy Rationale

Action Step 1 **5**

Model CLOSE reading lessons in all classes with the exception of math.

Person Responsible

Mary Blackmon

Schedule

Weekly, from 8/15/2014 to 5/8/2015

Evidence of Completion

Documentation of completed CIS lessons provided to administrative team.

Action Step 2 5

Teachers will observe other teachers in order to reflect on their own best practices and provide feedback to peers.

Person Responsible

Mary Blackmon

Schedule

Quarterly, from 9/15/2014 to 5/22/2015

Evidence of Completion

Reflection sheets completed by observing teacher

Action Step 3 5

Videos of teachers modeling best practices will be created and shared with all staff members. Videos will include modeling instructional strategies such as, 360 degree classrooms for math, teach like a champion strategies, and socaratic seminars.

Person Responsible

Amy Mauriello

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Videos will be posted on teacher tube and distributed to staff. A survey will be created mid-year to determine how many teachers within the school have used the videos to improve their teaching and solicit suggestions for new videos.

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

Require teacher feedback from reading coach and mentored teachers.

Person Responsible

Mary Blackmon

Schedule

Weekly, from 9/12/2014 to 5/15/2015

Evidence of Completion

Documentation of feedback

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

Students will show 5% gains each quarter on STAR reading test and TeenBiz lexile.

Person Responsible

Amy Mauriello


Schedule

Every 2 Months, from 9/12/2014 to 5/8/2015


Evidence of Completion

STAR report diagnostic report and TeenBiz growth report

G1.B3 Emerging collaborative culture 2

 B096305

G1.B3.S1 Professional Learning Communities will be used to build a collaborative culture, share best practices and create common lessons and assessments. 4

 S107496

Strategy Rationale

Action Step 1 5

Provide time and place for teachers to meet and collaborate and set an expectations that all teachers will collaboratively develop common lessons and assessments based on student data.

Person Responsible

Mary Blackmon

Schedule

Weekly, from 8/20/2014 to 6/3/2015

Evidence of Completion

Weekly sign-in sheets and minutes from PLC meetings.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Provide teachers with a template to guide meetings with expectations. Hold teachers accountable for following norms.

Person Responsible

Mary Blackmon

Schedule

Weekly, from 8/20/2014 to 6/3/2015

Evidence of Completion

Teacher leaders will submit weekly meeting minutes.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Review lesson plans to ensure common planning, assessment and data driven decision making.

Person Responsible

Mary Blackmon

Schedule

Weekly, from 9/12/2014 to 6/10/2015

Evidence of Completion

Conduct classroom walkthroughs to ensure that lesson plans are being implemented with fidelity.

G1.B4 High percentage of students are economically disadvantaged and/or come from a family where English is a second language. **2**

 B103611

G1.B4.S1 Provide opportunities for students to build background knowledge that will allow them to better absorb the subject area content taught. **4**

 S114758

Strategy Rationale

According to Robert Marzano the research literature supports the fact that "what students already know about the content is one of the strongest indicators of how well they will learn new information relative to the content." Students from a low economic background and/or immigrant family often do not have the opportunities that other children do to have rich and diverse experiences outside of school. Schools need to enhance academic background knowledge for students in order to close the achievement gap.

Action Step 1 **5**

Provide professional development for teachers and staff to better understand the connection between background knowledge and achievement.

Person Responsible

Amy Mauriello

Schedule

Quarterly, from 10/1/2014 to 5/6/2015

Evidence of Completion

Sign-in sheets from completed professional development

Action Step 2 **5**

Develop a program to increase the academic vocabulary that builds background knowledge across multiple content areas.

Person Responsible

Mary Blackmon

Schedule

Monthly, from 9/5/2014 to 5/29/2015

Evidence of Completion

Lesson plans and common assessment data will be monitored to ensure academic vocabulary is taught in multiple ways.

Action Step 3 5

Person Responsible

Schedule

Evidence of Completion

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	Model CLOSE reading lessons in all classes with the exception of math.	Blackmon, Mary	8/15/2014	Documentation of completed CIS lessons provided to administrative team.	5/8/2015 weekly
G1.B3.S1.A1	Provide time and place for teachers to meet and collaborate and set an expectations that all teachers will collaboratively develop common lessons and assessments based on student data.	Blackmon, Mary	8/20/2014	Weekly sign-in sheets and minutes from PLC meetings.	6/3/2015 weekly
G1.B4.S1.A1	Provide professional development for teachers and staff to better understand the connection between background knowledge and achievement.	Mauriello, Amy	10/1/2014	Sign-in sheets from completed professional development	5/6/2015 quarterly
G1.B2.S1.A2	Teachers will observe other teachers in order to reflect on their own best practices and provide feedback to peers.	Blackmon, Mary	9/15/2014	Reflection sheets completed by observing teacher	5/22/2015 quarterly
G1.B4.S1.A2	Develop a program to increase the academic vocabulary that builds background knowledge across multiple content areas.	Blackmon, Mary	9/5/2014	Lesson plans and common assessment data will be monitored to ensure academic vocabulary is taught in multiple ways.	5/29/2015 monthly
G1.B2.S1.A3	Videos of teachers modeling best practices will be created and shared with all staff members. Videos will include modeling instructional strategies such as, 360 degree classrooms for math, teach like a champion strategies, and socaratic seminars.	Mauriello, Amy	9/15/2014	Videos will be posted on teacher tube and distributed to staff. A survey will be created mid-year to determine how many teachers within the school have used the videos to improve their teaching and solicit suggestions for new videos.	5/29/2015 monthly
G1.B4.S1.A3	[no content entered]			one-time	
G1.MA1	Review standards data from common assessments and Teenbiz reports.	Mauriello, Amy	9/24/2014	All students show academic growth throughout the year.	6/3/2015 monthly
G1.B2.S1.MA1	Students will show 5% gains each quarter on STAR reading test and TeenBiz lexile.	Mauriello, Amy	9/12/2014	STAR report diagnostic report and TeenBiz growth report	5/8/2015 every-2-months
G1.B2.S1.MA1	Require teacher feedback from reading coach and mentored teachers.	Blackmon, Mary	9/12/2014	Documentation of feedback	5/15/2015 weekly
G1.B3.S1.MA1	Review lesson plans to ensure common planning, assessment and data driven decision making.	Blackmon, Mary	9/12/2014	Conduct classroom walkthroughs to ensure that lesson plans are being implemented with fidelity.	6/10/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.MA1	Provide teachers with a template to guide meetings with expectations. Hold teachers accountable for following norms.	Blackmon, Mary	8/20/2014	Teacher leaders will submit weekly meeting minutes.	6/3/2015 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.

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B2 Emerging high yield instructional practices by teachers

G1.B2.S1 Teacher leaders and coaches will model best practices and provide mentoring support.

PD Opportunity 1

Model CLOSE reading lessons in all classes with the exception of math.

Facilitator

Debbie Brawner

Participants

Reading, Language Arts, Social Studies, Science and Related Arts Teachers

Schedule

Weekly, from 8/15/2014 to 5/8/2015

PD Opportunity 2

Teachers will observe other teachers in order to reflect on their own best practices and provide feedback to peers.

Facilitator

Department Heads

Participants

All faculty

Schedule

Quarterly, from 9/15/2014 to 5/22/2015

G1.B3 Emerging collaborative culture

G1.B3.S1 Professional Learning Communities will be used to build a collaborative culture, share best practices and create common lessons and assessments.

PD Opportunity 1

Provide time and place for teachers to meet and collaborate and set an expectations that all teachers will collaboratively develop common lessons and assessments based on student data.

Facilitator

Amy Mauriello and Debbie Brawner

Participants

Faculty and Staff

Schedule

Weekly, from 8/20/2014 to 6/3/2015

G1.B4 High percentage of students are economically disadvantaged and/or come from a family where English is a second language.

G1.B4.S1 Provide opportunities for students to build background knowledge that will allow them to better absorb the subject area content taught.

PD Opportunity 1

Provide professional development for teachers and staff to better understand the connection between background knowledge and achievement.

Facilitator

Amy Mauriello

Participants

All teachers

Schedule

Quarterly, from 10/1/2014 to 5/6/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Increase student achievement gains school-wide by focusing on teaching and learning.	16,870
Grand Total	16,870

Goal 1: Increase student achievement gains school-wide by focusing on teaching and learning.

Description	Source	Total
B2.S1.A2 - Substitute teachers needed to cover teachers classroom while they are observing other teachers.	School Improvement Funds	1,100
B3.S1.A1 - PLC training for teachers	School Improvement Funds	1,170
B3.S1.A1 - Provide professional resources for teachers to guide data based decision making process.	Title II	2,000
B4.S1.A1 - Professional development resources based on Robert Marzano's research and book "Building Academic Background Knowledge".	School Improvement Funds	700
B4.S1.A2 - Readers Theater scripts that target specific academic vocabulary in multiple content areas.	School Improvement Funds	3,400
B4.S1.A2 - Provide educational opportunities for students to attend culturally enriching experiences both in school and outside of school that will build their academic background and vocabulary.	School Improvement Funds	8,500
Total Goal 1		16,870