

Cypress Lake Middle School

8901 CYPRESS LAKE DR, Fort Myers, FL 33919

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

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

51%

Alternative/ESE Center

No

Charter School

No

Minority

41%

School Grades History

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	32
Appendix 2: Professional Development and Technical Assistance Outlines	33
Professional Development Opportunities	34
Technical Assistance Items	36
Appendix 3: Budget to Support Goals	37

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

At Cypress Lake Middle School, we have a mantra:
"Passion for Success: Music, Arts and Life!"

Provide the school's vision statement

At Cypress Lake Middle School, we want to create a safe environment where students have access to tools and opportunities to promote social and academic growth leading to success in 21st Century.

School Environment

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

As an arts school, we pride ourselves on teaching the whole child. The first week of school is spent forging those relationships with students and getting to know them through various cooperative learning activities. We are also in the process of becoming a Positive Behavior Support (PBS) school. School-wide expectations are taught throughout the first week and reinforced by all staff members. Teachers are encouraged to make a parent contact in the first two weeks of school to introduce themselves. This phone call is essential in establishing the relationship with the parent to ensure each child's success.

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

CLMS is in the process of becoming a Positive Behavior Support (PBS) school. This process requires all areas of our campus to follow our established expectations for students. This is our PRIDE acronym, which stands for: Prepared, Respectful, Integrity, Dedicated, and Engaged. Our campus is completely closed until 9:10. Students are allowed to enter through the main office for tutoring and/or club meetings. Parents can take advantage of our before school care program, which is the Early Bird Program. Students can work on homework and socialize in a safe environment under the direction of a school staff member. During the day, teachers incorporate positive social skills activity through the cooperative learning activities in their content areas. Again, the PRIDE expectations are reinforced in all classrooms and areas in the school. After school there are a number of activities and places for students to feel connected to CLMS. We have over 10 clubs that meet on a weekly basis, the intramural sports program, and our Homework Haven program. Homework Haven is a place where students can receive assistance on their homework. Two certified teachers in the areas of math and reading support the students to complete homework, work on projects, and provide a safe environment for students.

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

Through our efforts to become a Positive Behavior Support (PBS) school, we have completely changed our discipline system from last year. Each student has a behavior card in their planner that tracks their positive and negative behavior choices. This is a progressive discipline system that relies

on re-teaching the replacement behavior and open communication with the students' parent(s). Established protocols for misbehavior in class are clear with a flow chart for consistency. There are five specific behaviors that we have targeted for improvement: disruption, insubordination/disrespect, tardy to class, safety violation, and out of area. Students are issued a warning and reminded of the expectation. If the behavior continues, the staff member will sign the student's Panther Card. Depending on where the student is on their Panther Card, there will be either a warning or a consequence such as a lunch detention or PM detention. Regardless of where the student is on their Panther Card, parent contact is always made. As previously mentioned, there are clear expectations for behavior through our PRIDE expectations. For each area of the school, we have defined the behaviors we expect through the PRIDE. For example, we have a poster in the cafeteria for how you can show PRIDE in the cafeteria. All students participated in a grade-level expectation assembly on the third day of school. Administration reiterated the expectations across the campus. Along with the negative behavior card, we also have a positive behavior card to track those positive behavior choices that students make. There are various rewards built in (again progressive buildup of rewards) for every few positive Panther Cards that are signed. Training for our school personnel occurred during preschool week. Instructional staff were trained for six hours on the philosophies of PBS, the changes to our discipline protocols, and the Panther Card. Support staff were trained by an administrator for an hour on the established protocols for discipline. Many of our support staff came in on their own time to be trained with the teachers for the six hours.

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

This year we hired a new assistant principal and we were fortunate to have an applicant who also had Exceptional Student Education (ESE) experience. Mr. Brian Gibson is a former behavior specialist. Mrs. Katie Donohue, the other assistant principal, is also a former behavior specialist. This ESE experience at the administrative level is a huge advantage for our students. Mr. Gibson and Mrs. Donohue work very closely with all staff to ensure that the social-emotional needs of our students are being met. It was communicated during our grade-level expectation assemblies that students can come to us any time with any issues they may be experiencing. Mrs. Jennese Morauski, our school counselor, is an invaluable resource for our students. She establishes a relationship with students and parents in the first few weeks of school. We are also fortunate to have Mrs. Ceilley as our behavioral specialist this year. Mrs. Ceilley works primarily with our Supportive Behavior (SB) and Intensive Academic (IA) students but is always willing to provide support, perform a classroom observation, or work with any student or staff member that needs assistance. This year, all of our Level 1 readers have an Intervention Period. We envision this period as a place for these students to receive support in multiple areas: assistance with reading, independent study time, credit retrieval (if necessary), social skills assistance, and just a place where they know they can meet with their teacher to talk about anything. We know that many of our Level 1 students lack the support at home to succeed in school and the goal of the Intervention Period is not only to provide academic support but also emotional support as well.

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

Students with attendance below 90%: Dawn Pierce, clerk/typist, handles attendance. She monitors the attendance and in the event that a student reaches three unexcused absences, she informs the appropriate assistant principal and that administrator meets with the student and send a letter home. When a student reaches four unexcused absences, the administrator calls down the student and a parent phone call is made. Upon reaching five unexcused absences, the social worker, Debbie Evans

is now brought in to assume monitoring responsibilities. Debbie will make a home visit and start the legal process of non-attendance.

One or more suspensions: Through the use of our progressive discipline system, the Panther Card really opens up the lines of communication between the school and parent.

Course failure: We utilize an Academic Intervention process when a student is failing a course. Every three weeks, a progress report is sent home to the parent. If a child is failing an academic class, the teacher makes the first contact at the three weeks. If at the six week mark, the student is still failing, the teacher makes contact again. By the end of the quarter, if the student is still failing, the administrator takes over and initiates some type of intervention. Whether it is the student is assigned to attend Homework Haven, taken out of an elective and placed in an Intervention Class, and/or assigned to our Lunch Bunch program, the student has some type of Intervention to get them on track. The administrator oversees these academic interventions until the semester is up and then the student starts over in the next semester.

Level 1 on FCAT: All level 1 readers have been placed in an Intervention Class as noted previously. These students will be working on reading skills, engage in cooperative learning activities, complete work in Independent Study Time, and have an opportunity to connect with a teacher for any emotional needs.

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	17	34	30	81
One or more suspensions	52	53	53	158
Course failure in ELA or Math	7	7	2	16
Level 1 on statewide assessment	40	22	12	74

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	16	21	12	49

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 exhibiting two or more early warning indicators will work with their administrator through the interventions described in Part A. In addition to these interventions, regular parent contact to update on the progress of the interventions. Daily check-in/check-out will occur by the administrator as well as identifying a staff member on campus that can serve as a mentor.

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

CLMS maintains an active parent organization which regularly meets and supports events in the school community. The volunteer coordinator accepts volunteer and places them in classrooms according to skills, abilities and needs of students and staff. Parents are an integral part of our Art mantra, supporting and participating in all areas of our performance schedule. We offer several opportunities for parents to interact with teachers in the classroom setting, including open houses, orientations and portfolio night. This year we will be adding an off site portfolio night to facilitate participation of families with transportation issues. The student planner is a communication tool that is used to inform parents of upcoming events and progress report timetable. Parentlink communication is used to reach a large portion of our parent population.

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

Cypress Lake Middle School has many opportunities for building and sustaining community partnerships. Through our major fundraiser, the CLMS Silent Auction, area businesses donate goods and services to be auctioned off. The proceeds directly benefit the students of CLMS. The combined partnership of J. Ding. Darling Refuge and 1st Florida Bank sponsors a photography contest at the school level. The refuge sends out rangers to speak to the art classes as well as the winners have their photographs displayed at the bank. One of our literacy initiatives, One Book, One School's culminating event frequently includes guest speakers and demonstrations related to the theme of the book. We have a cooperation with the Holocaust Museum of SWFL to bring the boxcar and survivors of the Holocaust to the school to speak with the students. There is also a community involvement evening during which a guest speaker presents and the community at large is invited. We have relationships with several area restaurants which provide coupons as rewards as well as host CLMS nights where a portion of their profits directly benefits CLMS. Our Arts Department provides entertainment at various local venues. Our yearbook adviser has a relationship with the News-Press in which photojournalists are invited to speak with the students.

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
Maniscalco, Kelly	Principal
Donohue, Katie	Assistant Principal
Thomas, Lisanne	Instructional Coach
Gibson, Brian	Assistant Principal

Duties

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

The roles of each member are as follows:

Classroom Teacher

- Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, 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

Reading or Math Coach/Specialist

- 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

Speech-Language Pathologist

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

Principal/Assistant Principal

- 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

Guidance Counselor/Curriculum Specialist

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

School Psychologist

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

ESE Teacher/Staffing Specialist

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

Specialist (Behavior, OT, PT, ASD)

- Consult with MTSS Team
- Provide staff trainings

Social Worker

- Attend MTSS Team meetings when requested

- Conduct social-developmental history interviews and share with MTSS Team ESOL/ELL Representative
- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
- Conduct language screenings and assessments
- Provide ELL interventions at all tiers

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

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

Title II: CLMS was allocated approximately \$ for Title II in the 2014-2014 school year.

SAI: Pending, to be completed upon next review.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Tara Johnson	Parent
Ramie Hall	Parent
Jennese Morauski	Teacher
Candice Wicks	Parent
Lori Fayhee	Parent
Carolyn Gora	Business/Community
John Carlin	Parent
Michael Wilhelm	Parent
Llsanne Thomas	Teacher
Kelly Maniscalco	Principal
Joanne Challery	Parent
Doretha Crawford	Education Support Employee
Marisol Lorenzo	Parent
Deneb Reyes	Education Support Employee
Freddy Lopez	Parent

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council (SAC) met and reviewed the School Improvement Plan (SIP). They offered input on Homework Haven and Lunch Bunch. Some SAC members volunteered to come in and assist with these programs. The committee improved the plan.

Development of this school improvement plan

Katie Donohue, AP, Lianne Thomas, Reading Coach, Angela Amos, Language Arts Department Chair, and Christine Vidlund, Math Department Chair wrote the School Improvement Plan. The SAC reviews the plan providing feedback after an initial first draft. Revisions are then provided to members of the SAC for further feedback before the process is finalized.

Preparation of the school's annual budget and plan

The needs of the school were assessed by the SAC and a plan to disperse the money where it will have the greatest impact on student learning and expectations.

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

Cypress Lake Middle School did not have School Improvement funds last year.

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
Donohue, Katie	Assistant Principal
Gibson, Brian	Assistant Principal
Maniscalco, Kelly	Principal
Thomas, Lianne	Instructional Coach
Stirns, Cindy	Teacher, K-12
Morauski, Jennese	Guidance Counselor
Williams, Lisa	Teacher, K-12
Williams, Joy	Teacher, K-12
Voyer, Dawn	Teacher, K-12
Vidlund, Christine	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will continue to promote school-wide literacy projects through One Book One School and Holocaust remembrance. This year we will be norming the FSA Writing Rubric across all subjects and grades. We will standardize use of highlighting with Teen Biz and texts through all subject areas. Close reads strategies will be reinforced through professional development and implemented in all classes, including arts and electives.

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

Cypress Lake Middle School maintains one of the strongest networks of Professional Learning Communities in the school district. During the Professional Learning Communities designated time, professional development, peer mentoring, common planning and support systems are integrated and managed by teacher leaders and administration. The principal, Kelly Maniscalco, and the two APs, oversee each of the four primary PLCs, but they are individually, and primarily, managed by PLC leaders.

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

CLMS has a low turn over rate for our faculty. New teachers are mentored through a comprehensive program during which they are familiarized with district and school expectations and protocols. New teachers are also given the opportunity to visit established classrooms to observe best practices. Teachers are encouraged to acknowledge their peers for exemplary efforts through a Recognition Board that is displayed in the front office. Regular administrative classroom visits are used to provide guidance and feedback. Administration attends job fairs and maintains a continuing relationship with both Florida Gulf Coast University and Florida Southwestern State College. Administration also allows for active leader involvement in the hiring process of new teachers.

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

A school-based new teacher immersion program operated intensively for the first quarter, acclimating teachers new to the district and new to CLMS in all aspects of curriculum, school culture, school policy and procedures, lesson planning, and parent communication. The program is fully managed by a teacher leader, Dawn Voyer, who was a State finalist for Teacher of the Year. All new teachers have a mentor who teaches within the same PLC - mentors and mentees are required to meet weekly, but frequently collaborate daily.

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

CLMS follows the academic plans and curriculum adopted by Lee County in all academic areas. Lesson plans are subject to administrative review weekly and administrative classroom visits are regularly scheduled to ensure fidelity to prescribed materials.

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

Student data was analyzed through the summer to provide the best possible course placement for each student. Each Professional Learning Community is tasked with analyzing all testing data

through Performance Matters in order to guide instruction based on student strengths and weaknesses. An Intervention class was created for FCAT Reading Level 1 learners to support reading instruction.

English Language Arts and Reading use Achieve 3000 which provides for differentiated materials according to the students' lexile. Data from these activities are monitored by the ELA/Rdg teachers and shared with the school to focus instruction across the curriculum.

A Lunch Bunch program was initiated to support students in completion of assignments. Students in 8th grade are referred to the program by a classroom teacher. Students attend during lunch and are given tutoring support to complete missed or missing work.

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: After School Program

Minutes added to school year: 3,750

Homework Haven is an after school program provided twice weekly. It is staffed by an ELA and Math teacher to provide one on one support, as well as technology access for all learners.

Strategy Rationale

Not all students have access to technology or support at home. Homework Haven presents a quiet, focused atmosphere with academic coaching in core curriculum twice weekly. Activity buses are available to provide transportation.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Gibson, Brian, brianlg@leeschools.net

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

Attendance is monitored. On an individual basis, student grades are monitored if Homework Haven is assigned as a result of Academic Referral intervention.

Strategy: Before School Program

Minutes added to school year: 1,710

Math tutoring is offered for each course. The focus during tutoring is preview and review of material covered and additional practice and support.

Strategy Rationale

Effective math teachers lead the tutoring to allow for small group, focused instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Gibson, Brian, brianlg@leeschools.net

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

Individual grades are monitored when tutoring is used as an intervention for Academic Referral.

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

Cypress holds two registration evenings for incoming 6th graders during which students meet individually with a teacher to make course selections based on preference for the coming school year. Should a student not attend one of these registration evenings, the guidance counselor visits the elementary schools to facilitate elective choices. Additionally, a half day is dedicated before school begins to 6th grade and new student orientation.

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

Students receive career planning through Social Studies courses. Assistant Principals assigned to sections of the alphabet assist students with course selection through Orientations, personal meetings and parent communication. CLMS also offers various Arts "tracks" so that students may develop individual artistic skills over the course of their 3 years in middle school.

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

CLMS currently offers industry certification in Microsoft Word and Powerpoint through our Business Applications courses. However, the State no longer allows us to administer the required assessments.

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

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

G039299

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	79.0
Math Gains	77.0
ELA/Reading Lowest 25% Gains	76.0
Math Lowest 25% Gains	64.0

Resources Available to Support the Goal 2

- District Support for Professional Development & Curriculum
- Increased Emphasis on the PLC/ Stronger PLC Organization
- Improved Reading Curriculum for Lowest Quartile Students
- School-based After-Hours Programs for Skill Development in Reading and Math
- Stable Faculty with a Fair Mix of Veteran and Developing Teachers/ Strong Teacher Leadership
- New Language Arts, Math, and Reading textbooks with online components
- Level 1 students assigned to an Intervention class to support their academic success
- Common planning by course code

Targeted Barriers to Achieving the Goal 3

- Increased Need for Student Support Outside of the Classroom/ Decreased Parent Involvement in Student Learning
- Lack of implementation of reading strategies with prescribed textbooks outside of Language Arts/Reading
- Students lack social skills and ability to manage their behavior

Plan to Monitor Progress Toward G1. 8

Comparison of FCAT 2.0 learning gains and proficiency from 2013 to 2014

Person Responsible

Schedule

Evidence of Completion

Generated Reports

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**

 G039299

G1.B1 Increased Need for Student Support Outside of the Classroom/ Decreased Parent Involvement in Student Learning **2**

 B094595

G1.B1.S1 Promote Volunteerism in the Classroom **4**

 S105649

Strategy Rationale

Brings families and community members into the classroom to facilitate communication with the teacher and students.

Action Step 1 **5**

We will actively recruit family and community volunteers.

Person Responsible

Brian Gibson

Schedule

Every 6 Weeks, from 8/18/2014 to 6/5/2015

Evidence of Completion

Sign up sheets from orientations and open house, volunteer applications, Parentlink records, and sign in sheet when volunteer is on campus

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

Volunteer coordinator will meet with administrator.

Person Responsible

Brian Gibson

Schedule

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

Evidence of Completion

Pull the volunteer sheets

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

We will track increase/decrease in volunteerism.

Person Responsible

Brian Gibson

Schedule

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

Evidence of Completion

Sign-in sheets

G1.B1.S2 Actively Advertise Online and Home-based Resources for Students and Parents (i.e. McGraw Hill, Class Dojo Connections, Parentlink Messaging) 4

 S105650

Strategy Rationale

Raise awareness of support measures already in place for students and families.

Action Step 1 5

Maintain the Cypress Lake Middle School website as well as teacher websites to include the most up to date information on the available resources.

Person Responsible

Brian Gibson

Schedule

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

Evidence of Completion

Administrators monitor teacher websites on a weekly basis and school website is updated as needed but reviewed frequently.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Feedback given on lesson plans, teacher websites, and the school website.

Person Responsible

Brian Gibson

Schedule

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

Evidence of Completion

Computer-based lesson plans and time stamps of edits.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Person Responsible

Schedule

Evidence of Completion

G1.B1.S3 Promote contact between parents and teachers about student performance 4

S105651

Strategy Rationale

The teacher is the primary source of information about a student's progress.

Action Step 1 5

Formalized communication log for behavior and academic concerns.

Person Responsible

Katie Donohue

Schedule

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

Evidence of Completion

Frequent checks in student planners for behavior choices (positive/negative). Three week progress checks for grades.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Students' planners are reviewed by all stakeholders. Academic Referral and behavior plan has increased opportunity for communication with parents/guardians.

Person Responsible

Katie Donohue

Schedule

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

Evidence of Completion

Student planners, academic referral, communication logs.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Person Responsible

Schedule

Evidence of Completion

G1.B1.S4 Parent Newsletters, website and planner as communication tool 4

S105652

Strategy Rationale

Raise awareness of school activities, opportunities for support and enrichment available

Action Step 1 5

Language Arts teacher assigned to create newsletter with staff and administration input, website maintained by technology specialist, a planner is provided to every student.

Person Responsible

Kelly Maniscalco

Schedule

Every 2 Months, from 8/18/2014 to 6/5/2015

Evidence of Completion

All components for this strategy are reviewed by the principal.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

The principal oversees all aspects of communication.

Person Responsible

Kelly Maniscalco

Schedule

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

Evidence of Completion

Newsletters, Parentlink reports, student planner, website

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Person Responsible

Schedule

Evidence of Completion

G1.B1.S5 Two locations for Portfolio Night (student-led conferences) 4

S121456

Strategy Rationale

Many of our families do not have transportation to attend activities outside of school hours. The second location will allow more families to participate in their child's education.

Action Step 1 5

Student-led conferences are held at school and this year we are adding an additional location in the neighborhood where many of our students live; the Carrie Robinson Center.

Person Responsible

Kelly Maniscalco

Schedule

On 3/26/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

We are going to track attendance for this event.

Person Responsible

Brian Gibson

Schedule

On 3/26/2015

Evidence of Completion

Rental contract with parent sign-in sheets from alternate location.

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Person Responsible

Schedule

Evidence of Completion

G1.B2 Lack of implementation of reading strategies with prescribed textbooks outside of Language Arts/
Reading **2**

 B109882

G1.B2.S1 Provide reading strategy professional development for content area teachers. **4**

 S121465

Strategy Rationale

Teachers would have the knowledge of implementing reading strategies in their content area.

Action Step 1 **5**

Our reading coach will deliver professional development to content area teachers during PLC time.

Person Responsible

Lisanne Thomas

Schedule

On 10/2/2014

Evidence of Completion

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

Administrator will meet with reading coach to plan implementation

Person Responsible

Lisanne Thomas

Schedule

On 9/15/2014

Evidence of Completion

Agenda items, inservice sheets for participants

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

Person Responsible

Schedule

Evidence of Completion

G1.B2.S2 All content area teachers (except math) will be required to incorporate one close reading per quarter. 4

S121497

Strategy Rationale

Students will be able to apply reading strategies to their content area textbook.

Action Step 1 5

The reading coach will share the quarterly close reading expectation with the content area teachers and support implementation.

Person Responsible

Lisanne Thomas

Schedule

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

Evidence of Completion

Administrative review of lesson plans and reading coach observations.

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

Administrators will review lesson plans

Person Responsible

Katie Donohue

Schedule

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

Evidence of Completion

Lesson plans

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

Person Responsible

Schedule

Evidence of Completion

G1.B2.S3 Standardizing the tools to mark texts in close reading. 4

S121499

Strategy Rationale

Consistency across curricular areas

Action Step 1 5

The reading coach and Language Arts PLC leader will come to consensus regarding the tools for close reading.

Person Responsible

Lisanne Thomas

Schedule

On 9/19/2014

Evidence of Completion

The reading coach will observe classrooms and monitor Teen Biz.

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Meeting scheduled with reading coach and Language Arts PLC leader.

Person Responsible

Lisanne Thomas

Schedule

On 9/29/2014

Evidence of Completion

A school-wide policy has been developed.

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Person Responsible

Schedule

Evidence of Completion

G1.B2.S4 Our lowest 25% students in reading are scheduled into an Intervention class. 4

 S121628

Strategy Rationale

Our lowest 25% students need additional support in utilizing reading strategies.

Action Step 1 5

We have provided an Intervention class to support our lowest 25% which includes a large portion of our ELL population.

Person Responsible

Katie Donohue

Schedule

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

Evidence of Completion

Student schedules, teacher lesson plans

G1.B3 Students lack social skills and ability to manage their behavior 2

 B109883

G1.B3.S1 Implementing a school-wide Positive Behavior Support program. 4

 S121524

Strategy Rationale

To reinforce school-wide expectations and positive behavior.

Action Step 1 5

Positive Behavior Support (PBS) team formed and school-wide expectations established.

Person Responsible

Katie Donohue

Schedule

Daily, from 6/9/2014 to 6/12/2014

Evidence of Completion

We have school-wide expectations as well as a behavior plan established.

Action Step 2 5

All CLMS staff trained on implementation of PBS, discipline process, and use of behavior card.

Person Responsible

Katie Donohue

Schedule

Daily, from 8/12/2014 to 8/14/2014

Evidence of Completion

Teacher inservice attendance sheets

Action Step 3 5

All staff members will reinforce school-wide expectations, consistently utilize the Panther Card (behavior card), and communicate with administration any concerns and provide feedback.

Person Responsible

Katie Donohue

Schedule

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

Evidence of Completion

Student Panther Cards, discipline records, communication with all stakeholders.

Action Step 4 5

A school-wide reward system based on the academic and behavioral choices of students.

Person Responsible

Katie Donohue

Schedule

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

Evidence of Completion

Positive Panther Card signatures, GPA reports, clean Panther Cards.

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

PBS team meets regularly to review data, feedback from stakeholders, and continue next level implementation of PBS.

Person Responsible

Katie Donohue

Schedule

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

Evidence of Completion

Discipline data and communication from stakeholders.

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.B1.S1.A1	We will actively recruit family and community volunteers.	Gibson, Brian	8/18/2014	Sign up sheets from orientations and open house, volunteer applications, Parentlink records, and sign in sheet when volunteer is on campus	6/5/2015 every-6-weeks
G1.B1.S2.A1	Maintain the Cypress Lake Middle School website as well as teacher websites to include the most up to date information on the available resources.	Gibson, Brian	8/18/2014	Administrators monitor teacher websites on a weekly basis and school website is updated as needed but reviewed frequently.	6/5/2015 monthly
G1.B1.S3.A1	Formalized communication log for behavior and academic concerns.	Donohue, Katie	8/18/2014	Frequent checks in student planners for behavior choices (positive/negative). Three week progress checks for grades.	6/5/2015 daily
G1.B1.S4.A1	Language Arts teacher assigned to create newsletter with staff and administration input, website maintained by technology specialist, a planner is provided to every student.	Maniscalco, Kelly	8/18/2014	All components for this strategy are reviewed by the principal.	6/5/2015 every-2-months
G1.B1.S5.A1	Student-led conferences are held at school and this year we are adding an additional location in the neighborhood where many of our students live; the Carrie Robinson Center.	Maniscalco, Kelly	3/19/2015		3/26/2015 one-time
G1.B2.S1.A1	Our reading coach will deliver professional development to content area teachers during PLC time.	Thomas, Lisanne	10/1/2014		10/2/2014 one-time
G1.B2.S2.A1	The reading coach will share the quarterly close reading expectation with the content area teachers and support implementation.	Thomas, Lisanne	10/6/2014	Administrative review of lesson plans and reading coach observations.	6/5/2015 quarterly
G1.B2.S3.A1	The reading coach and Language Arts PLC leader will come to consensus regarding the tools for close reading.	Thomas, Lisanne	9/15/2014	The reading coach will observe classrooms and monitor Teen Biz.	9/19/2014 one-time
G1.B3.S1.A1	Positive Behavior Support (PBS) team formed and school-wide expectations established.	Donohue, Katie	6/9/2014	We have school-wide expectations as well as a behavior plan established.	6/12/2014 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S4.A1	We have provided an Intervention class to support our lowest 25% which includes a large portion of our ELL population.	Donohue, Katie	8/18/2014	Student schedules, teacher lesson plans	6/5/2015 daily
G1.B3.S1.A2	All CLMS staff trained on implementation of PBS, discipline process, and use of behavior card.	Donohue, Katie	8/12/2014	Teacher inservice attendance sheets	8/14/2014 daily
G1.B3.S1.A3	All staff members will reinforce school-wide expectations, consistently utilize the Panther Card (behavior card), and communicate with administration any concerns and provide feedback.	Donohue, Katie	8/18/2014	Student Panther Cards, discipline records, communication with all stakeholders.	6/5/2015 daily
G1.B3.S1.A4	A school-wide reward system based on the academic and behavioral choices of students.	Donohue, Katie	8/18/2014	Positive Panther Card signatures, GPA reports, clean Panther Cards.	6/5/2015 daily
G1.MA1	Comparison of FCAT 2.0 learning gains and proficiency from 2013 to 2014		Generated Reports	one-time	
G1.B1.S1.MA1	We will track increase/decrease in volunteerism.	Gibson, Brian	8/18/2014	Sign-in sheets	6/5/2015 semiannually
G1.B1.S1.MA1	Volunteer coordinator will meet with administrator.	Gibson, Brian	8/18/2014	Pull the volunteer sheets	6/5/2015 semiannually
G1.B2.S1.MA1	[no content entered]			one-time	
G1.B2.S1.MA1	Administrator will meet with reading coach to plan implementation	Thomas, Lisanne	9/15/2014	Agenda items, inservice sheets for participants	9/15/2014 one-time
G1.B3.S1.MA1	PBS team meets regularly to review data, feedback from stakeholders, and continue next level implementation of PBS.	Donohue, Katie	8/18/2014	Discipline data and communication from stakeholders.	6/5/2015 monthly
G1.B1.S2.MA1	[no content entered]			one-time	
G1.B1.S2.MA1	Feedback given on lesson plans, teacher websites, and the school website.	Gibson, Brian	8/18/2014	Computer-based lesson plans and time stamps of edits.	6/5/2015 weekly
G1.B2.S2.MA1	[no content entered]			one-time	
G1.B2.S2.MA1	Administrators will review lesson plans	Donohue, Katie	10/6/2014	Lesson plans	6/5/2015 quarterly
G1.B1.S3.MA1	[no content entered]			one-time	
G1.B1.S3.MA1	Students' planners are reviewed by all stakeholders. Academic Referral and behavior plan has increased opportunity for communication with parents/guardians.	Donohue, Katie	8/18/2014	Student planners, academic referral, communication logs.	6/5/2015 daily
G1.B2.S3.MA1	[no content entered]			one-time	
G1.B2.S3.MA1	Meeting scheduled with reading coach and Language Arts PLC leader.	Thomas, Lisanne	9/15/2014	A school-wide policy has been developed.	9/29/2014 one-time
G1.B1.S4.MA1	[no content entered]			one-time	
G1.B1.S4.MA1	The principal oversees all aspects of communication.	Maniscalco, Kelly	8/18/2014	Newsletters, Parentlink reports, student planner, website	6/5/2015 daily
G1.B1.S5.MA1	[no content entered]			one-time	
G1.B1.S5.MA1	We are going to track attendance for this event.	Gibson, Brian	3/26/2015	Rental contract with parent sign-in sheets from alternate location.	3/26/2015 one-time

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 Lack of implementation of reading strategies with prescribed textbooks outside of Language Arts/Reading

G1.B2.S1 Provide reading strategy professional development for content area teachers.

PD Opportunity 1

Our reading coach will deliver professional development to content area teachers during PLC time.

Facilitator

Lisanne Thomas

Participants

Content area teachers

Schedule

On 10/2/2014

G1.B3 Students lack social skills and ability to manage their behavior

G1.B3.S1 Implementing a school-wide Positive Behavior Support program.

PD Opportunity 1

Positive Behavior Support (PBS) team formed and school-wide expectations established.

Facilitator

PBS Trainer from USF

Participants

CLMS PBS Team

Schedule

Daily, from 6/9/2014 to 6/12/2014

PD Opportunity 2

All CLMS staff trained on implementation of PBS, discipline process, and use of behavior card.

Facilitator

Katie Donohue

Participants

CLMS Staff

Schedule

Daily, from 8/12/2014 to 8/14/2014

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.	3,267
Grand Total	3,267

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

Description	Source	Total
B1.S4.A1 - Printing and postage for summer newsletter for incoming students.	School Improvement Funds	380
B1.S4.A1 - Printing for postcards for Choice Open House.	School Improvement Funds	133
B1.S4.A1 - Postage for postcards for Choice Open House	School Improvement Funds	230
B1.S5.A1 - Rental fee for the Carrie Robinson Center for the alternate location for the student-led conferences to meet the needs of our students' families.	School Improvement Funds	100
B2.S4.A1 - Materials to be used for the Intervention classes.	School Improvement Funds	500
B2.S4.A1 - Bilingual dictionaries for ELL students	School Improvement Funds	77
B3.S1.A4 - Funding for rewards for students with clean Panther Cards, pre-determined number of positive Panther Cards, and academic achievements.	School Improvement Funds	500
B3.S1.A4 - Picnic tables for our Commons Area to function as the "Panther Patio" which is a reward students can earn for good behavior choices.	School Improvement Funds	1,347
Total Goal 1		3,267