

Marco Island Charter Middle

1401 TRINIDAD AVE, Marco Island, FL 34145

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	23%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	41%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Collier County School Board on 11/10/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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

The mission of Marco Island Charter Middle School is high academic achievement and responsible moral character for its students, achieved through relentless attention to innovation to core discipline, teachings and extra curricular activities.

Provide the school's vision statement

The vision of Marco Island Charter Middle School is to create a community centered, state of the art facility that promotes student participation in a stimulating learning environment that is positive, hopeful and exciting.

School Environment

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

Marco Island Charter Middle School wholeheartedly embraces the middle school philosophy. It is a school with a culture of compassion where every student is encouraged to SOAR (Safe, Optimistic, Achieve, Respect). One where all students feel well known and supported by teaching staff, where every student has a challenging academic program, and where the community of teachers is collaborative and focused on obtaining good outcomes for all students. Students are organized into grade level academic teams, supported by 5 core academic teachers, who work collaboratively to support students through the building of positive relationships in and out of the classroom. Many of our teachers are also coaches and team building extends beyond the classroom. Parents are recognized as partners in education and partnerships have been developed with local businesses to encourage and reward student successes. In addition our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

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

A safe learning environment is a number one priority at Marco Island Charter Middle School. The school is equipped with security cameras that record 24 hours a day 7 days a week. There is a fence surrounding the entire campus. Safety before school is assured by providing supervised areas in the gym for students to gather awaiting the start of school day. During school, there is a single point of entry and exit in the building thus limiting individuals that come into the building. Visitors are required to sign in at the front desk and undergo a background check in FAST PASS prior to entering the building. Once cleared, the visitor receives an ID badge which must be displayed at all times. In addition all staff have picture ID badges that also serve as key cards to open the outside doors in the building. Throughout the day, security is visible around the campus. In addition, teachers are posted at their door during the change of classes. Student safety is monitored through the use of security cameras, adult supervision in the classrooms, halls and common areas throughout the school day,

and the presence of the School Resource Officer. Bus and car riders are closely supervised until they exit the campus. The activities director and teachers greet the car riders every morning and the activities director and teachers supervise dismissal at the end of the day. School faculty and staff work on a daily basis to make students feel safe and respected at all times. A school-wide anti-bullying program has been established. Each classroom has an updated classroom evacuation map. Monthly campus safety procedures are followed (fire drill, tornado, code red and code yellow). School administrators are provided with ongoing professional development on school safety from the district. Emergency procedures for lockdown are in place and have been practiced with the adjacent elementary school and local law enforcement.

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

The purpose of the school wide behavioral system, which is required by Florida Statute 1006.07(2), is to assist students, parents, teachers and school administrators. All students are expected to follow the Code of Student Conduct which provides explanations of school rules and policies regarding student conduct and discipline. School-wide expectations for student behavior have been clearly established for the classroom, cafeteria, and hallways. The acronym SOAR outlines our expectations (Safe, Optimistic, Achieve, Respect). Grade level discipline assemblies are conducted by the dean during the first week of school for all students. In addition, each student is provided a student agenda which includes the code of student conduct. Teachers are empowered and encouraged to manage minor incidents within the classroom. It is the school's goal to keep students within the classroom and authentically engaged in learning. When these interventions do not rectify the situation, students may receive a discipline referral to administration. The school also has an in school suspension program as well as Saturday school program which allows more serious or chronic behavioral issues to be addressed while also providing instruction to students in a more controlled environment.

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

New students attend an orientation prior to starting classes at MICMS. During the orientation they are briefed on the many services offered at the school and get to meet their teachers. Students are mentored by a grade level team of teachers who closely monitor attendance, discipline, and academic progress.

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 in school are monitored throughout the school year for academic, behavior, and social development. The school uses a variety of systems to monitor their progress. Early warning indicators at MICMS include:

- ^ Students scoring level 1 on FCAT Math and/or Reading (this will be adjusted as soon as we get FSA ELA and Math scores)
- ^ Students in the lowest quartile.
- ^ Students with previous or current attendance problems.
- ^ Students with failing grades at mid term.
- ^ Students with a significant discipline history.

The Leadership Team meets regularly to analyze these factors utilizing the information in Data Warehouse, Terms, eSembler and Student Pass. The team makes recommendations for next steps,

including parent conferences, recommendation for MTSS/PBS referral, change of placement and/or intervention, and Team Mentoring.

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	8	6	8	22
One or more suspensions	0	9	4	13
Course failure in ELA or Math	0	7	0	7
Level 1 on statewide assessment	20	17	18	55
Students with excessive absences -10+	30	41	43	114
Students with excessive tardies - 10+	24	44	50	118

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	8	6	8	22

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

Marco Island Charter Middle School believes that all children—regardless of their socioeconomic status, race or gender—can learn and we provide the additional support and student intervention strategies necessary to make this notion a reality. Intensive classes, small-group and individual tutoring, after school ELOs (extended learning opportunities), grade level teaming, Saturdays for Success, attendance incentives, and academic rewards all factor into the equation. Students with reading scores at level 1 are enrolled into an Intensive Reading Class. This is in addition to their grade level developmental reading class. Students with math scores at level 1 are enrolled in an Intensive Math Class; this is also in addition to their grade level math class. Student grades are monitored by teachers and administrators for academic success through Interim Progress Reports and Report Card grades. Teams organize parent/student conferences to discuss student academic progress. The school purchased a new supplemental program, ALEKS for math remediation and small group instruction, and Read Live Naturally for struggling readers. Data is reviewed and problem solving is conducted to determine the effectiveness of the core instruction at school-wide data meetings. Implementation of new interventions for small groups takes place to maximize student success. A system for parent contact is utilized for students with chronic attendance issues. A phone call goes home whenever a student is absent, letters are sent after the 7 and 10 absence. After that a meeting is scheduled between the school administration, the parent and the district truancy officer. Students identified for disciplinary actions (OSS/ISS) are counseled with the dean of students and monitored throughout the year within the Student Pass System. Early warning system students are reviewed weekly by the grade level academic teams.

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

MICMS recognizes that parents/guardians play an integral role in our students' education. We encourage the participation of parents/guardians in two-way, meaningful communication involving student learning and other student activities. Parents receive communication about school events via the school's website, email, direct mailings and school personnel. The school uses a telephone program, School Messenger, that reaches every student's home in a matter of seconds. The PTO holds informative monthly meetings for parents. Another avenue we use to engage parents is our principal's weekly news flash in an effort to keep parents informed of the upcoming events. MICMS also uses eSembler, an online grading program, which enables parents to check their child's grades as often as they like. Progress reports are issued every 5 weeks and report cards every 10 weeks. Teachers communicate with parents as needed via email, phone calls, and instructional concerns. A student agenda is issued to every child at the start of the year and serves as a communication between teachers and parents.

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

Our school is a neighborhood school with long established ties to the community as well as staff members that live in the community that continue to find new community helpers. Organizations and volunteers have been in place for many years. MICMS has partnered with local businesses and community organizations for career days, local celebrations, guest speakers, contests, summer programs and incentives. We have an ongoing partnership with the local YMCA, Rotary International, The Hilton, The Marriott, Winn Dixie, McDonald's, Marco Movies, Subway, Kretch's, Sunshine Book Sellers, and many other local establishments. Many communications are printed in English, Creole and Spanish.

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:

Name	Title
Abounader, George	Principal
Marcoux, Maureen	Assistant Principal
Albanese, Kathy	Teacher, K-12
Albanese, Mark	Dean
Bamberger, Carrie	Teacher, K-12
Glasser, Terese	Teacher, ESE
Heidenreich, Margo	Teacher, K-12
Lampos, Kerri	Teacher, K-12
Minning, Jerra	Teacher, K-12

Duties

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

The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students. Adherence to the problem solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

The School Improvement Plan is the working document that guides the work of the Leadership Team and all grade level PLCs. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior. Given that one of the main tasks is to monitor student data related to instruction and interventions, the Leadership Team monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).

Principal and Assistant Principal

- Provide a common vision for the use of data-based decision making,
- Safeguard that the school-based team is implementing MTSS,
- Conduct assessment of MTSS skills of school staff,
- Ensure implementation of intervention support and documentation,
- Offer adequate professional development to support MTSS implementation, and
- Communicate with parents regarding school-based MTSS plans and activities.

Academic Department Leaders:

- Provide quality services and expertise on issues ranging from curriculum mapping to assessment and intervention with individual students.
- Arrange the meetings with the parents to keep them involved in the process and informed as to their child's progress toward goals.

Content Area Teachers:

- Provide information about core instruction,
- Participate in student data collection,
- Deliver Tier 1 instruction/intervention,
- Collaborate with other staff to implement Tier 2 interventions, and
- Integrate Tier 1 materials/instruction with Tier 2/3 activities.

The academic core teachers will meet in grade level PLCs daily and in department PLCs once a month with members of the MTSS team to engage in the following activities:

- Review universal screening data and link to instructional decisions;
- Review progress monitoring data at the grade level and classroom level to identify students who are

meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources needed.

- Collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Exceptional Student Education Support:

- Participates in student data collection,
- Integrates core instructional activities/materials into Tier 3 instruction, and
- Collaborates with content area teachers to implement IEPs and other accommodations for identified students.

Gifted Student Education Support:

- Participates in student data collection,
- Integrates core instructional activities/materials into instruction, and
- Collaborates with content area teachers to implement EPs.

ELL Student Education Support:

- Participates in student data collection,
- Integrates core instructional activities/materials into instruction, and
- Collaborates with content area teachers to implement ELL and other accommodations for identified students.

School Contracted Psychologist:

- Provides guidance on behavior and other academic interventions;
- Facilitates and supports data collection activities;
- Assists in data analysis;
- Provides technical assistance to teachers regarding data based instructional planning;
- Supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

District Contracted Speech Language Pathologist:

- Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design;
- Assists in the selection of screening measures; and
- Helps identify systemic patterns of student need with respect to language skills.

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 focus of the MTSS team is the continuous improvement of the students and teachers. The MTSS Leadership Team ensures academic success for all students by providing high quality instruction and intervention matched to student needs. Through a data based problem solving process, a multi-tiered approach for addressing academic and behavior challenges is implemented. Ongoing examination and support is provided for all aspects of the school, including identifying methods and strategies to improve student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through interventions including ELO's, Instructional concern notices, homework club, teacher tutoring and Saturday school. All students in the general curriculum are included in the core instructional and behavior methodologies, practices and supports. Targeted students who need additional instructional and/or behavioral support are provided supplemental instruction and interventions in addition to and in alignment with the core curriculum utilizing best teaching practices, research-based interventions, and behavioral strategies. Students requiring intensive instructional and/or behavioral intervention to increase individual student's rate of progress will be provided intensive instruction and interventions aligned with the core curriculum. Individualized supplemental instruction and intervention will be based on ongoing

evaluation to promote student growth as measured by benchmark and progress monitoring data, including FAIR testing.

The Leadership team meets regularly to:

- oversee the multi-layered model of instructional delivery
 - o Tier 1 Core
 - o Tier 2 Supplemental
 - o Tier 3 Intensive
- ensure the master schedule incorporates allocated time for intervention support at all grade levels.
- determine scheduling needs, and assist grade level teacher teams in identifying research-based instructional materials and intervention resources at Tiers 2/3
- facilitate the implementation of specific programs (e.g., Extended Learning Opportunities during and after school; Saturdays for Success) that provide intervention support to students identified through data analysis conducted by the grade level teams.
- determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Tarik Ayasun	Business/Community
Jennifer Tenney	Business/Community
Allyson Richards	Business/Community
Sue Itayem	Business/Community
David Homuth	Business/Community
Joan Pernice	Parent
Tom Wagor	Business/Community
Scott Lowe	Parent

Duties

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

Evaluation of last year's school improvement plan

The SAC reviewed the plan during and after publication. SAC annually reviews the state test results when they are available and examines how the school compared to the district and the state averages. All factors are taken into consideration in the development of the next year's SIP. The plan is a continuous work in progress, subject to updating throughout the school year

Development of this school improvement plan

The Charter School Board is the school community voice in the planning process for school improvement. The SIP is data-driven with test results and student demographics being the guiding factors.

Preparation of the school's annual budget and plan

The school's budget is primarily consumed by teacher and professional support staff salaries driven by the class size mandate as estimated by school projections. Members of the leadership team (administrators, dean, teacher leaders, ESE liaison, ELL liaison, and Gifted Coordinator) met in April 2015 to make collaborative decisions about teaming, course offerings, and specifics concerning the master schedule. The budget was presented at the May SAC meeting to inform the SAC members of the monetary distribution for school personnel, as well as discretionary funds for annual expenses. In June of 2015, individual teacher performance results were examined for further final adjustments to the student schedule. Actual enrollment continues to impact the budget plan through the summer and into the school year.

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

School improvement funds will be used for Staff Appreciation, Professional Development to prepare for Common Core Curriculum and to fund workshops to achieve our goals reflected by our data analysis and review.

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:

Name	Title
Abounader, George	Principal
Marcoux, Maureen	Assistant Principal
Minning, Jerra	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will:

Continue to analyze data to create, monitor, and adjust academic goals for students in grades six through eight.

Support teachers in analyzing student assessment data.

Support teachers in increasing lesson rigor through the use of Webb's Depth of Knowledge and Marzano's High Yield Instructional Strategies.

Focus on school wide PBS/MTSS and providing tiered interventions to insure the success of all students.

By utilizing the 3-Common Comprehension Strategies, Marzano vocabulary, team-authored focus calendars, and student data, literacy strategies will be a focus in all classrooms. Incorporating Read Live Naturally in our Intensive Reading classes will be another initiative. Close Reading and Intertextual triads will be utilized in Language Arts, Social Studies and Science classrooms. The goal of the incorporation of such strategies is to increase the number of students scoring at or above grade level on the FSA test.

Across all ability levels, the LLT will focus upon the continued implementation of collaborative literacy strategies (THIEVES, Cornell Notes, and Student-generated higher-order thinking questions) along with the inclusion of close-reading strategies that will support the new Common Core Standards. The LLT will support the utilization of inter-textual triads across the content areas as well.

Authentic and content specific literacy is the responsibility of all teachers. Although not every teacher is a reading teacher per se, all teachers are indeed comprehension teachers who convey information to their students via the written word. Of special emphasis are instructional strategies and professional development that ensure adequate scaffolding and student collaborative learning to support the goal of critical thinking. Students will receive direct and explicit instruction in pre-, during, and post reading comprehension strategies focused on helping them make meaningful connections with texts, including content area textbooks. Student peer-supported reading and independent reading complements the teacher's explicit instruction, with students accessing classroom collections of fiction and nonfiction books. In addition, students will be required to complete an extensive research unit on a topic of interest that will incorporate information literacy skills including technology and published products that will be shared in a pre-Laureate project. .

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 work together in grade level and department teams. Common planning periods have been established for grade level teaming during the school day on a daily basis. Teachers have the opportunity to work together on their department's vision and mission focus for the school year. They are provided professional instructional materials to help them meet their needs in the classroom. Teacher leaders meet with the principal and assistant principal regularly to discuss concerns as well as share best practices in the classroom. Numerous In House Professional Development activities are organized to support the faculty and provide opportunities for collaboration.

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

1. Highly Qualified teachers are recruited through the interview process – we use various modes to advertise openings - principal/assistant principal
2. Structured Grade level teams made up of teachers and administrators - principal/assistant principal
3. New teachers attend an orientation at the district prior to pre-planning. - district
4. Grade level teams provide mentoring and support - grade level teams

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

Grade level teams facilitate the development of a collaborative and reflective relationship between the novice teacher and the veteran that encourage content mastery and deepen the understanding of pedagogical skills. New teachers are paired with veteran teachers for mentoring and support.

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

Newly purchased instructional materials in language arts and math are aligned with the new Florida standards. Teachers have been provided with training on how to use these materials, including online supplemental materials. The department chairpersons provide additional support in understanding and implementing standards-based instruction. Grade level teams work collaboratively to unpack the

standards and align them with specific instructional strategies and activities. Teachers document the standards addressed in their weekly lesson plans and use CPalms, academic goals, essential questions and learning scales to communicate standards-based goals. Department leaders model standards-based lessons in classrooms and provide materials and structured coaching as needed. Ongoing, school/district based professional development on high yield best practices also continues to be provided to enhance student mastery of the standards.

Instructional Strategies

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

Teachers use a variety of formative assessments (index card summaries, hand signals, one minute essay, concept map, one on one conversation, student observations, group interaction and projects, self-assessment, portfolio check, quiz, journal entry, reader's theater, think-pair-share, student data notebook, bell work, and homework checks) with students to determine the comprehensive level of each student. Teachers are evaluated according to the Marzano Teacher Evaluation Framework. MTSS is another strategy used to provide and differentiate instruction to meet the diverse needs of students. During teaming teachers evaluate the data from formative and summative assessments to determine student proficiency levels. Remedial action is taken for those students who have not mastered the standards. Students are given extended time to master standards, as well as remedial one on one and small group teaching to reinforce concepts not mastered. Struggling math and reading students are scheduled into an intensive math and reading classes for additional support, tutoring and reinforcement.

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

Strategy: Extended School Day

Minutes added to school year: 8,100

Extended Day: all students take an additional class per day.

Strategy Rationale

This additional class provides enrichment for our gifted students, and remediation for our struggling students. The extended time also provides common planning time for teacher collaboration, planning and professional development.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Abounader, George, abounage@collierschools.com

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

Data is collected by the classroom teachers

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

Articulation procedures for both incoming 6th and outgoing 8th grade students are in place. Grade level teams and administration meet with the students and parents to assure a smooth transition. A new student orientation night is provided for all incoming students. Grade level meetings during the first week of school focus on procedures and expectation setting for all students.

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

The school guides students in the development of academic and career plans through the use of a personalized career planning tool, called CHOICES. Florida CHOICES includes assessments for interests, skills, and values as well as information on careers and post secondary education. Students are also introduced to budget planning, financial aid information, and setting of career and educational goals.

By promoting career pathways and high school programs of study students will take ownership as to what career or technical pathway they should consider in high school and post-secondary education. Additionally, this will provide the students a better understanding and appreciation of the post - secondary opportunities available and plan for how to acquire the skills necessary to take advantage of those opportunities. Middle school courses enable students to explore career pathways, determine career interests and aptitudes, and develop basic technical skills. We also invite our feeder pattern high schools (Lorenzo Walker Institute of Technology, Lely and Marco Island Academy) in to speak to our students on high school planning.

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

The school offers students elective courses in foreign language, art, music, technology, and career study. Many of these courses focus on job skills and offer students insights into careers. A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always relevant. Teachers are also provided reading materials and "bell ringers" that are based on current events. MICMS offers students' career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

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

A career component has been added to the eighth grade social studies course. We will continue to promote and encourage students to take advantage of the advanced/honors courses that the school offers. In addition, we will continue to advise students of the availability of other learning opportunities (i.e. Florida Virtual School).

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

N/A

Needs Assessment**Problem Identification**

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** If direct standards based math instruction were to occur for all students, then math proficiency would increase as measured by the SY2016 FSA Math Assessment
- G2.** If direct standards based ELA instruction were to occur for all students, then reading proficiency would increase as measured by the SY2016 FSA ELA Assessment.
- G3.** If direct standards-based science instruction were to occur for all students, then science proficiency would increase as measured by the SY2016 NGSSS Science Assessment

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. If direct standards based math instruction were to occur for all students, then math proficiency would increase as measured by the SY2016 FSA Math Assessment **1a**

G069617

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics - Achievement	80.0

Resources Available to Support the Goal **2**

- Grade level common team planning time, District staff development opportunities, Curriculum Guides, Florida State Standards Textbook activities and assessments, Computers in the Classroom, Department Planning Meetings, Department Heads

Targeted Barriers to Achieving the Goal **3**

- Not all students are prepared to engage in grade level equivalent curriculum.
- It is challenging for teachers to meet the diverse needs of students in their classrooms using conventional methods.
- Shifting instructional focus from teaching to learning and establishing time for teachers to engage in collaborative planning, professional development, and building capacity in anchor strategies.

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

Proficiency rates on EOC's, FSA, and FCAT tests will increase

Person Responsible

George Abounader

Schedule

Annually, from 8/17/2015 to 6/7/2016

Evidence of Completion

higher state test scores

G2. If direct standards based ELA instruction were to occur for all students, then reading proficiency would increase as measured by the SY2016 FSA ELA Assessment. 1a

G069618

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	73.0

Resources Available to Support the Goal 2

- ELA, Science, Social Studies and Elective department teachers. Weekly reading initiative.

Targeted Barriers to Achieving the Goal 3

- Teaching reading strategies and content area standards; splitting the focus on both areas for the non-reading certified instructors will be an added responsibility.

Plan to Monitor Progress Toward G2. 8

Reading Initiative data across the curriculum will be collected and reviewed to show improvement in textual awareness.

Person Responsible

Maureen Marcoux

Schedule

Quarterly, from 8/17/2015 to 6/7/2016

Evidence of Completion

Reading initiative data, benchmark testing, Write-Score data as it aligns with questions that actually assess textual awareness and reading application skills will be used.

G3. If direct standards-based science instruction were to occur for all students, then science proficiency would increase as measured by the SY2016 NGSSS Science Assessment 1a

G069619

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	63.0

Resources Available to Support the Goal 2

- Curriculum Maps Grades 6, 7 and 8

Targeted Barriers to Achieving the Goal 3

- Time to review instructional content from grades 6 and 7 with students.

Plan to Monitor Progress Toward G3. 8

Person Responsible

Schedule

Evidence of Completion

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. If direct standards based math instruction were to occur for all students, then math proficiency would increase as measured by the SY2016 FSA Math Assessment **1**

 G069617

G1.B1 Not all students are prepared to engage in grade level equivalent curriculum. **2**

 B181090

G1.B1.S1 Provide additional intensive classes in reading and math for struggling students **4**

 S192501

Strategy Rationale

Struggling students need additional instructional support to meet grade level expectations

Action Step 1 **5**

Students struggling with reading or math will be scheduled into an intensive class for additional tutoring and support

Person Responsible

Maureen Marcoux

Schedule

Daily, from 8/17/2015 to 6/7/2016

Evidence of Completion

Student schedule in FOCUS

Action Step 2 5

Struggling students will be assigned a weekly ELO

Person Responsible

George Abounader

Schedule

Weekly, from 10/16/2015 to 6/7/2016

Evidence of Completion

Weekly teacher ELO attendance logs

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

Struggling students will be scheduled into intensive classes

Person Responsible

Maureen Marcoux

Schedule

On 6/7/2016

Evidence of Completion

Student schedules in FOCUS

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

Student benchmark data

Person Responsible

Maureen Marcoux

Schedule

Weekly, from 8/17/2015 to 6/7/2016

Evidence of Completion

FAIR testing, ALEKs Data Analysis, Read Live Naturally Data Analysis

G1.B2 It is challenging for teachers to meet the diverse needs of students in their classrooms using conventional methods. **2**

 B181091

G1.B2.S1 Provide teachers the support and training to meet the students' needs **4**

 S192502

Strategy Rationale

In order for teachers to adjust instruction to best meet students' needs throughout each unit of instruction, they need the support of others to share their expertise, push their thinking, and provide feedback on practice and student work.

Action Step 1 **5**

Build common grade level teaming time into the master schedule

Person Responsible

George Abounader

Schedule

Daily, from 8/10/2015 to 6/7/2016

Evidence of Completion

master schedule

Action Step 2 **5**

Provide professional development on differentiation

Person Responsible

Maureen Marcoux

Schedule

Quarterly, from 8/10/2015 to 6/7/2016

Evidence of Completion

meeting agendas, professional development logs, teacher walkthroughs

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

Lesson plans that incorporate Marzano's high yield instructional strategies

Person Responsible

George Abounader

Schedule

Quarterly, from 8/17/2015 to 6/7/2016

Evidence of Completion

Lesson Plans

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

Rigorous student work is evident

Person Responsible

Maureen Marcoux

Schedule

Weekly, from 8/17/2015 to 6/7/2016

Evidence of Completion

Lesson plans, walk-through notes, student work samples

G1.B3 Shifting instructional focus from teaching to learning and establishing time for teachers to engage in collaborative planning, professional development, and building capacity in anchor strategies. 2

 B181092

G1.B3.S1 The creation of a Master Schedule that allows for both horizontal and vertical planning on a regular basis. 4

 S192503

Strategy Rationale

We can help struggling students to meet higher standards if we recognize that they each have unique needs and that effectively meeting those needs require communities where teachers have the time and trusted support to craft responsive, effective instruction.

Action Step 1 5

Create a master schedule that allows for horizontal and vertical planning

Person Responsible

Maureen Marcoux

Schedule

On 8/17/2015

Evidence of Completion

Master Schedule that will be distributed to all staff members.

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

Master schedule that allows teachers to share best practices

Person Responsible

Maureen Marcoux

Schedule

On 6/7/2016

Evidence of Completion

Weekly team meeting minutes

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

Team Meeting Minutes

Person Responsible

George Abounader

Schedule

Weekly, from 8/17/2015 to 6/7/2016

Evidence of Completion

Team meeting minutes, implementation of best practices in the classroom

G2. If direct standards based ELA instruction were to occur for all students, then reading proficiency would increase as measured by the SY2016 FSA ELA Assessment. 1

 G069618

G2.B1 Teaching reading strategies and content area standards; splitting the focus on both areas for the non-reading certified instructors will be an added responsibility. 2

 B181093

G2.B1.S1 Weekly reading initiative in every class 4

 S192504

Strategy Rationale

Teaching middle school students to use a repertoire of comprehension strategies, guided or scaffolded practice with increasingly complex texts, developing students' meta-cognition of their use of strategies, and opportunities to practice independently across all content areas will increase their reading comprehension levels.

Action Step 1 5

Develop higher-order questioning strategies using explicit reflective instruction to enhance student thinking and deepen content knowledge in the weekly reading initiative in every class

Person Responsible

Maureen Marcoux

Schedule

Weekly, from 8/17/2015 to 6/7/2016

Evidence of Completion

Weekly reading initiatives reflect the use of higher order questioning strategies

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

Weekly reading initiative assignments will be entered in eSembler

Person Responsible

Maureen Marcoux

Schedule

Weekly, from 8/17/2015 to 6/7/2016

Evidence of Completion

Graded weekly reading initiative entered into eSembler

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

Scores on weekly reading initiative will increase

Person Responsible

Maureen Marcoux

Schedule

Quarterly, from 8/17/2015 to 6/7/2016

Evidence of Completion

Student grades in eSembler

G3. If direct standards-based science instruction were to occur for all students, then science proficiency would increase as measured by the SY2016 NGSSS Science Assessment **1**

G069619

G3.B1 Time to review instructional content from grades 6 and 7 with students. **2**

B181094

G3.B1.S1 Teachers will incorporate review of 6th and 7th grade science standards within all units of instruction. **4**

S192505

Strategy Rationale

The Science FCAT tests material learned in 6th, 7th, and 8th grades. The material from 6th and 7th grades must be reviewed in order for students to perform well.

Action Step 1 **5**

Teachers will incorporate a review of 6th and 7th grade standards into each unit as topics are related.

Person Responsible

Carrie Bamberger

Schedule

Weekly, from 8/10/2015 to 5/30/2016

Evidence of Completion

Teacher Lesson Plans

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

Teacher unit plans will be reviewed to ensure 6th and 7th grade standards are being reviewed with students.

Person Responsible

Carrie Bamberger

Schedule

Weekly, from 8/10/2015 to 5/30/2016

Evidence of Completion

Teacher Lesson Plans

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

Science teachers will be observed and provided feedback

Person Responsible

Maureen Marcoux

Schedule

Quarterly, from 8/10/2015 to 5/30/2016

Evidence of Completion

observation logs

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	Students struggling with reading or math will be scheduled into an intensive class for additional tutoring and support	Marcoux, Maureen	8/17/2015	Student schedule in FOCUS	6/7/2016 daily
G1.B2.S1.A1	Build common grade level teaming time into the master schedule	Abounader, George	8/10/2015	master schedule	6/7/2016 daily
G1.B3.S1.A1	Create a master schedule that allows for horizontal and vertical planning	Marcoux, Maureen	8/17/2015	Master Schedule that will be distributed to all staff members.	8/17/2015 one-time
G2.B1.S1.A1	Develop higher-order questioning strategies using explicit reflective instruction to enhance student thinking and deepen content knowledge in the weekly reading initiative in every class	Marcoux, Maureen	8/17/2015	Weekly reading initiatives reflect the use of higher order questioning strategies	6/7/2016 weekly
G3.B1.S1.A1	Teachers will incorporate a review of 6th and 7th grade standards into each unit as topics are related.	Bamberger, Carrie	8/10/2015	Teacher Lesson Plans	5/30/2016 weekly
G1.B1.S1.A2	Struggling students will be assigned a weekly ELO	Abounader, George	10/16/2015	Weekly teacher ELO attendance logs	6/7/2016 weekly
G1.B2.S1.A2	Provide professional development on differentiation	Marcoux, Maureen	8/10/2015	meeting agendas, professional development logs, teacher walkthroughs	6/7/2016 quarterly
G1.MA1	Proficiency rates on EOC's, FSA, and FCAT tests will increase	Abounader, George	8/17/2015	higher state test scores	6/7/2016 annually
G1.B1.S1.MA1	Student benchmark data	Marcoux, Maureen	8/17/2015	FAIR testing, ALEKs Data Analysis, Read Live Naturally Data Analysis	6/7/2016 weekly
G1.B1.S1.MA1	Struggling students will be scheduled into intensive classes	Marcoux, Maureen	8/17/2015	Student schedules in FOCUS	6/7/2016 one-time
G1.B2.S1.MA1	Rigorous student work is evident	Marcoux, Maureen	8/17/2015	Lesson plans, walk-through notes, student work samples	6/7/2016 weekly
G1.B2.S1.MA1	Lesson plans that incorporate Marzano's high yield instructional strategies	Abounader, George	8/17/2015	Lesson Plans	6/7/2016 quarterly
G1.B3.S1.MA1	Team Meeting Minutes	Abounader, George	8/17/2015	Team meeting minutes, implementation of best practices in the classroom	6/7/2016 weekly
G1.B3.S1.MA1	Master schedule that allows teachers to share best practices	Marcoux, Maureen	8/17/2015	Weekly team meeting minutes	6/7/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Reading Initiative data across the curriculum will be collected and reviewed to show improvement in textual awareness.	Marcoux, Maureen	8/17/2015	Reading initiative data, benchmark testing, Write-Score data as it aligns with questions that actually assess textual awareness and reading application skills will be used.	6/7/2016 quarterly
G2.B1.S1.MA1	Scores on weekly reading initiative will increase	Marcoux, Maureen	8/17/2015	Student grades in eSembler	6/7/2016 quarterly
G2.B1.S1.MA1	Weekly reading initiative assignments will be entered in eSembler	Marcoux, Maureen	8/17/2015	Graded weekly reading initiative entered into eSembler	6/7/2016 weekly
G3.MA1	[no content entered]			one-time	
G3.B1.S1.MA1	Science teachers will be observed and provided feedback	Marcoux, Maureen	8/10/2015	observation logs	5/30/2016 quarterly
G3.B1.S1.MA1	Teacher unit plans will be reviewed to ensure 6th and 7th grade standards are being reviewed with students.	Bamberger, Carrie	8/10/2015	Teacher Lesson Plans	5/30/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Students struggling with reading or math will be scheduled into an intensive class for additional tutoring and support	\$0.00
2	G1.B1.S1.A2	Struggling students will be assigned a weekly ELO	\$0.00
3	G1.B2.S1.A1	Build common grade level teaming time into the master schedule	\$0.00
4	G1.B2.S1.A2	Provide professional development on differentiation	\$0.00
5	G1.B3.S1.A1	Create a master schedule that allows for horizontal and vertical planning	\$0.00
6	G2.B1.S1.A1	Develop higher-order questioning strategies using explicit reflective instruction to enhance student thinking and deepen content knowledge in the weekly reading initiative in every class	\$0.00
7	G3.B1.S1.A1	Teachers will incorporate a review of 6th and 7th grade standards into each unit as topics are related.	\$0.00
Total:			\$0.00