

The School District of Lee County

Varsity Lakes Middle School



2015-16 School Improvement Plan

Varsity Lakes Middle School

801 GUNNERY RD N, Lehigh Acres, FL 33971

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	61%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	77%

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 is pending approval by the Lee County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, 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

Varsity Lakes Middle School will provide a safe and secure environment that ensures the continued development of the whole student. Through successful learning experiences, all students will mature academically, socially, physically, emotionally, and creatively.

Provide the school's vision statement

Varsity Lakes Middle School is a learning institution that is dedicated to the creation of academic excellence through an integrated curriculum.

School Environment

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

Varsity Lakes Middle School uses sports, clubs and organizations, and organized student support to build relationships between teachers and students. Among those activities are:

CREW

(GQ) Gentlemen of Quality

GEMS (Growing, Excelling, Maturing, Shining) for young ladies

SOS (Save One Student mentor program)

AVID

School Counselors (6th/7th and 8th)

Intramural Sports

Math Team

National Junior Honor Society

Junior Leadership Academy

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

Relationships and clear expectations are high priorities for Varsity Lakes Middle School faculty and staff. Physical safety and a culture of respect and support enable the school to run fluidly and effectively. Included in that initiative are myriad systems including:

SOS (Save One Student mentor program)

School-wide discipline (internal and formal)

Adult supervision during transitions

Single entry to campus

Internal doors locked at all times

Security specialists to support students and staff

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

Varsity Lake Middle School begins and ends the day with clear expectations, from daily dress code checks to in-class team time outs to school wide language and vocabulary. As part of these

expectations, the school supports several systems including:

Regular positive parent contacts

Code of conduct reviewed 1st day

Discipline training for staff

School wide discipline plan:

Warning, call home, team time out, referral, possible OSS

In house discipline plan:

Citations, ISS, time out, alternative time out in classrooms where students are doing poorly, AM detention

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

Varsity Lake Middle School holds all children accountable and works to provide all support and services required. This includes close work with the exceptional student education department, with AVID and its mentoring and tutoring piece, with the SOS program, with the Junior Leadership Academy, with mediation and support by counselors, and by support from non-instructional staff including VLMS' social worker, school nurse, school psychologist, school resource officer, and others.

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

VLMS uses a multifaceted intervention system to catch students in need to maintain focus on learning and academic growth. This includes all required factors (attendance, suspensions, course failures, and level 1 proficiencies) and also goes further into school based supports.

For the required warning indicators:

Attendance- beginning of year, counselors meet with students who missed 20+ days the prior year. each quarter, counselors meet with students who miss 6+ days throughout the year.

Suspensions - in house discipline procedures begin in classrooms, then utilize in-house time out and detention, then OSS. Documentation is kept on each referral in order to decide further action

Course Failure - guidance meets with students failing 2+ classes at each interim (every 3 weeks).

Guidance provides a 2-year program to facilitate all students leaving middle school with their cohort; guidance hosts summer school for students who fail classes during the school year.

Level 1 and 2 students have double intensives in reading and math, and all students are served in smaller class sizes

MTSS - implemented for both academics and behavior

SOS--this mentoring program targets students who fall into one or more of the targeted categories. It pairs one student with one staff member for weekly mentoring meetings, parent contact, and regular communication.

Academic assistance is provided for any interested student four days a week after school from 4:05 to 5:15, supported by at least 4 certified teachers each day.

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	16	22	30	68
One or more suspensions	42	45	56	143
Course failure in ELA or Math	15	30	2	47
Level 1 on statewide assessment	56	55	39	150

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Varsity Lakes Middle School works to track all students and identify those in need of intervention before any issues become a barrier to learning. Part of that process is a regular analysis of student data in weekly PLCs. Additionally, VLMS uses the following systems:
 CREW homeroom and mentoring sessions daily for all students
 Two Year Plan for credit retrieval for over-aged kids
 Intensive/double block (level 1 and 2) math and reading
 SOS system
 GQ for leadership and social skills for young men
 GEMS for leadership and social skills for young women
 Data chats with every student
 Quarterly progress meetings

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/183232>.

Description

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

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

Varsity Lakes High School connects with the community through SAC committee meetings, volunteer recruitment, and sports and extra-curricular parent work. We also reach out for support through grant writing, donation opportunities and correspondence, yearbook advertisements, and school program

fundraising. We work with community contacts to help support teachers and faculty through teacher appreciation days, school events and celebrations, and student mentor programs.

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
Essert, Daman	Principal
Sparks, Karen	Assistant Principal
Stoker, Michael	Teacher, K-12
Toth, Susan	Guidance Counselor
Young, Veronica	Teacher, K-12
Detar, Sarah	Teacher, K-12
Leiderman, Scott	Teacher, K-12
Resler, Marjorie	Teacher, K-12
Smith, Ellen	Teacher, ESE
Wood, Elizabeth	Teacher, K-12
Conn, Kimberly	Assistant Principal
Neal, Steven	Teacher, K-12
Zearfaus, Julie	Teacher, K-12
Willis, Chad	Teacher, K-12
Wilson, Jheri	Teacher, K-12
Ziemer, Melissa	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 Leadership Team consists of the following members:

All Meetings:

Julie Zearfus - Leadership Chairperson /teacher

Damon Essert - Principal

Karen Sparks- Assistant Principal

Kimberly Conn - Assistant Principal

Ed Mathews-Assistant Principal

Chad Willis - SS Department

Sarah Detar - Reading Department/Reading Coach

Majorie Resler - Exploratory Department

Michael Stoker - Science Department

Scott Leiderman - ELA Department

Susan Toth - Guidance

Veronica Young - Resource

Elizabeth Wood - AVID

Ellen Smith - ESE

Jheri Wilson - TIF teacher

Melissa Ziemer - TIF teacher

Per Request:

Any teacher/faculty member that is on the agenda.

Leadership Chair is responsible for creating the agenda, supervising the meetings, preparing the minutes, and posting the minutes on SharePoint. He or she will lead the group to vote on school-wide decisions.

Administration - Attends meetings, provides feedback for agenda items, and supports the decisions made by the Leadership Team.

Classroom teachers - Attend meetings, participate in group discussions, vote on agenda items, and act as the liaison withing the department/team they represent.

ESE - Represents the ESE department and provides information on agenda items related to ESE.

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 Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team evaluates students' responses to current interventions, curricula, and school-based systems.

The MTSS Team meets on an as needed basis. MTSS student meetings are held at least two times per school year for each student in the MTSS process.

The school-based MTSS leadership team consists of the following members:

All Meetings:

MTSS Chairperson - Terri Hensley - Counselor

Susan Toth - Counselor

Jennifer Gregory - ESE teacher

Jennifer Farrell - intervention specialist

Karen Sparks - Assistant Principal

Classroom Teachers related to MTSS students

Per Request:

Elizabeth Cooper - Speech and Language Pathologist

Emmanuel Dansey - School Psychologist

Cynthia Gilyard - Social Worker

ESOL Representative - Kathleen Reyes

Classroom teachers keep ongoing progress monitoring notes to be filed in the cumulative folder at the end of each school year. They also attend MTSS meetings to collaborate on and monitor students who are struggling. The classroom teachers implement interventions designed by the MTSS Team and deliver instructional interventions with fidelity.

The Reading Coach attends MTSS meetings when applicable and supports teachers in interventions, progress monitoring, and differentiated instruction. The Reading Coach also implements Tier 2 and 3 interventions and keeps progress monitoring notes. The Reading Coach administers screenings and collects school-wide data for team use in determining at-risk students.

The Speech and Language Pathologist attends MTSS meetings when applicable and assists with Tier 2 and 3 interventions. She also incorporates MTSS data when evaluating a possible speech/language referral and completes communication skills screenings for students unsuccessful with Tier 2 interventions (when appropriate).

The Principal and/or Assistant Principal(s) actively attend MTSS meetings and facilitate the implementation of MTSS in our building and provide and/or coordinate continuous professional development. They assign paraprofessionals or other resource teachers to support MTSS

interventions.

The Guidance Counselor attends MTSS meetings and assists with maintaining a log of all students involved in the MTSS process. She sends parent invites and completes necessary MTSS forms. She implements interventions when applicable to MTSS students.

The School Psychologist attends MTSS meetings on some Tier 2 students and all Tier 3 students and monitors the data collection process. He reviews and interprets progress monitoring data and collaborates with the MTSS Team on effective interventions. He incorporates MTSS data when guiding a possible ESE referral and when making eligibility decisions.

The ESE Teacher consults with the MTSS Team regarding Tier 3 interventions and evaluates MTSS data when making eligibility decisions.

The Specialist (Behavior, OT, PT, ASD) consults with the MTSS TEam and provides staff trainings.

The Social Worker attends MTSS meetings when requested and conducts social-developmental history interviews with students when applicable and reports back to the team.

The ESOL/ELL Representative attends all MTSS meetings for identified ELL students and completes LEP paperwork. The also conduct language screenings and assessments and provides ELL interventions at all tiers.

Title I Part A:

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

Title I Part C - Migrant:

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

Title I Part D:

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

Title II:

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

Title III:

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

Title X Homeless:

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

Supplemental Academic Instruction (SAI):

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

Violence Prevention Programs:

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

Nutritional Programs:

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

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kim Cabrera	Parent
Alejandra Toledo	Parent
Anselmo Solorzano	Teacher
Veronica Young	Teacher
Kathleen Reyes	Education Support Employee
Allen Franklin	Education Support Employee
Dora Shilling	Business/Community
Tony Hayes	Business/Community
Esther Andalia	Parent
Michelle Persaud	Parent
Brittani Anderson	Business/Community
Daman Essert	Principal
	Student

Duties

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

Evaluation of last year's school improvement plan

Previous year's goals and results are presented at the Annual Title I / SAC Meeting (September). There is an open forum for feedback, with specific solicitation for areas to review, revise and revisit. Data from student performance is presented and discussed, and potential needs and focus areas are examined.

Development of this school improvement plan

Based on the data and direction from the school district and the state, the leadership team creates a draft of the school improvement plan. The SAC reviews and evaluates the plan, and then votes to accept or revisit.

Preparation of the school's annual budget and plan

As part of the school improvement plan and the school goals, a draft of the school budget is also created. This draft is presented at the first SAC meeting. It is then open for discussion, revised if needed, and the committee votes to accept it or revise further. The draft is targeted at specific school needs for professional development, supplies, and other student and teacher support.

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

This is an estimate. The school receives a specific amount of dollars per student. Here is how the funds are spent and what was approved at our SAC Meeting/Title I Meeting.

Student Planners \$ 2,946.24

Student Goal Setting Materials \$554.00

Refill Materials for Binders \$ 1,738.89

Sheet protectors, colored paper for each subject, and toner for copies will be purchased.

Approximately \$.50 per student.

All students will set academic goals for the 2015-16 school year. Mr. Essert, Ms. Conn, Mr. Mathews, and Ms. Sparks will meet with students via math class to review individual data and set personal

goals.

Students will keep their individual goal sheet in their student binder. Teachers will review the goals as needed.

VLMS had some of the highest learning gains of all Middle Schools in the District. Therefore, we are continuing with individual goal setting.

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
Essert, Daman	Principal
Sparks, Karen	Assistant Principal
Toth, Susan	Guidance Counselor
Conn, Kimberly	Assistant Principal
Young, Veronica	Teacher, K-12
Ziemer, Melissa	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Teachers will be instructed on using Performance Matters to make instructional choices based on student achievement data.

Teachers will be supported on integrating the Florida State Standards into existing curricula.

Training for TeenBiz will be held for all new reading teachers.

Training on the EDGE Reading Program will be held for intensive reading teachers.

All students with FCAT Reading scores of Levels 1, 2, or 3 will be enrolled in a reading class.

Students with reading levels 1 and 2 will have intensive reading every day.

Most students with reading levels 4 and 5 will be enrolled in a reading class.

Intensive academic students are enrolled in intensive reading classes with regular education peers.

All reading classes will be provided with supplemental reading materials to improve student achievement.

Reading assessments will be used to monitor reading progress.

All students will implement the Cold Read Strategies across content areas, which will improve comprehension among students.

All 8th grade students will be enrolled in a creative writing class for one semester.

Reading teachers will implement reading centers into classroom instruction.

Kagan structures and strategies will be used to improve students' reading skills.

FAIR and Achieve results will be used to monitor student progress.

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

All teachers are part of a Professional Learning Community (PLC) by department. PLCs meet weekly for one hour and focus on creating assessments, planning for instruction, assessing student achievement, analyzing student data, and planning for intervention.

PLCs will use short term action cycles to identify, problem solve, implement strategies and evaluate results. Best practice sharing and positive gains will be shared with the faculty at monthly meetings. For informal meeting, the master schedule provides common planning for teachers who teach the same course.

Team Meetings allow grade levels to collaborate in the same short term cycle to tackle grade level specific issues. These meetings are held monthly.

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

VLMS attends the annual job fair and utilizes the school systems' personnel procedures to recruit effective teachers making sure new teachers have a plan to meet their requirements to teach.

VLMS retains highly qualified teachers by effectively implementing the APPLES mentoring program and meeting with new teachers throughout the school year. Teachers share common planning to allow authentic collaboration and joint lesson planning.

TIF teachers, resource teachers, the Assistant Principal for Curriculum, district coaches and curriculum coordinators work to mentor, develop and support any teachers in need. The administration also supports a growth mindset and works to develop talent and leadership among the faculty.

Sulyn Smallwood, the school's secretary, is responsible for making sure specific requirements are met for all teachers. She is available to assist new teachers with any questions.

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

Karen Sparks - VLMS Assistant Principal is responsible for new teachers.

Varsity Lakes Middle implements the APPLES Teacher Mentoring Program to retain highly qualified teachers. Veteran teachers that have taken the clinical educator course are paired with a new teacher.

The mentor and mentee follow the APPLES program requirements as well as meet biweekly in a professional learning community to discuss effective teaching strategies. Mentors are given time for classroom observations, feedback, coaching and planning.

Mentor / Mentee:

Veronica Young--reading teacher is paired with Jennifer Farrell (reading/ESE) and Kristyn Croteau (math)

Ms. Young is a veteran teacher. She will assist her mentees with all questions and concerns related to middle school curriculum and classroom management.

Sarah Detar - Reading Teacher is paired with Kim Cabrera (reading) and Melissa Gard (ELA)

Ms. Detar is a veteran teacher. She will assist her mentees with all questions and concerns related to middle school curriculum and classroom management.

Jheri Wilson--science teacher is paired with Rosaneli Ledesma (leadership) and Ariel Turner (social studies).

Mrs. Wilson is a veteran teacher. She will assist her mentees with all questions and concerns related to middle school curriculum and classroom management.

Melissa Ziemer--reading and ELA is paired with Sean McCracken (social studies) and Brittany Hilton (social studies). Mrs. Ziemer is a veteran teacher. She will assist her mentees with all questions and concerns related to middle school curriculum and classroom management.

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

Varsity Lakes Middle School uses rigorous instruction and regular data analysis to support all students' learning of the standards tied to each course. Teachers use district created academic plans and curriculum guides and state provided support in CPALMS to shape instruction. Regular lesson plan sharing and reviews ensure that all plans focus on Florida Standards and are optimal opportunities for learning.

The instructional materials for the core subject areas are provided by the school district, and other curriculum related materials are reviewed and approved by administration as needed. Regular walk throughs and coaching visits ensure that all teachers are teaching with rigor, reaching all students, and holding to the Florida 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

Varsity Lakes Middle School analyzes data on a regular basis to inform instruction and identify areas of need for best use of resource. In that analysis, the school also uses local and state standardized test results to:

- prepare student schedules
- determine eligibility for gifted, reg ed, IA, life skills supports
- determine eligibility for MTSS
- identify student need for academic intervention and double intensives in math and reading
- identify and support two-year promotion program for over-aged students
- determine best use of MTSS pull out - intensive interventions

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

Strategy: Extended School Day

Minutes added to school year: 7,900

Varsity Lakes Middle School hosts an Academic Assistance Program that is held for one hour after school on Monday, Tuesday, Wednesday, and Thursday. VLMS teachers assist students with their classroom homework and assignments as well as help them study for upcoming assessments.

Strategy Rationale

Academic Assistance is a strategy that Varsity Lakes Middle School uses to support our students academically. We provide the time, environment, support, and transportation for students to receive extra support in all academic areas.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Sparks, Karen, karenssp@leeschools.net

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

Student interim reports and report cards are analyzed through the guidance department to monitor the effectiveness of Academic Assistance. When students are showing an area of weakness, they are recommended to attend Academic Assistance. As students visit with the guidance department, their grades are reviewed for progress.

Strategy: Summer Program

Minutes added to school year: 42,480

VLMS teachers are paid via Title I funds to work during the summer for a minimum of two days and a maximum of three weeks. Teachers plan curriculum and common assessments as well as assist with student scheduling.

Strategy Rationale

VLMS believes that our teachers need time to develop professionally within their subject matter as well as plan effective instruction to enhance both the current and new curriculum set forth by the state and the district.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Sparks, Karen, karenssp@leeschools.net

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

Teachers discuss the effectiveness of the newly planned curriculum and/or common assessments in the classroom and plan for further collaboration. Analysis of district common assessments as well as state assessments are also used to determine the effectiveness of this program.

Strategy: Summer Program

Minutes added to school year: 6,120

Varsity Lakes Middle School hosts a Summer Program that is held for three consecutive weeks after the regular school year, for 7 hours per day, Monday - Friday. VLMS counselors assist students (6-8 grade) with E2020 to receive credit for courses they failed.

Strategy Rationale

VLMS gives students the opportunity to pass courses that they have failed during the school year. This allows students to earn credits they need to transition to the next grade level.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Sparks, Karen, karenssp@leeschools.net

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

Data is collected using reports from the E2020 program. Student are to finish 100% of the course they take at a 70% or higher.

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

Varsity Lakes Middle School works closely with other zone elementary and high school teachers and administration to facilitate easy transition for incoming and graduating students. For the new sixth grade students, Varsity hosts a Sixth Grade Choice Open House in the spring. All fifth grade students in our zone have the chance to visit the school, meet the teachers, and become familiar with our clubs and organizations.

AVID programs work to bridge rising eighth grade students with ninth grade teachers and students to ease their transition to high school. As part of this initiative, AVID also takes students to the Florida Gulf Coast University Campus to give exposure to the realities and opportunities of college life.

Data Chats for all grade levels making students aware of expectations in each grade level, especially information on high schools requirements and electives.

Guidance counselors regularly discuss academic programs in high school with the eighth grade class in formal and informal settings.

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

VLMS Guidance Department meets with all 8th grade students during the school year. Students are provided with information on a variety of career choices, academic programs in high school, and the CHOICES (DOE) curriculum where students complete personality surveys and are provided with feedback on which career path is best for them.

AVID Program works to connect students who are in the academic middle with opportunities for

career and college awareness, and gives those students the study skills, interpersonal skills, and self-advocacy skills to be successful after middle school and in the rest of their academic careers.

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

VLMS offers leadership classes to students as part of our Leadership Academy. Classes include:

Career Exploratory and Decision Making

Business Leadership Skills

Professional Development and Career Planning

Law Studies

Rhetoric and Debate

Junior Leadership Academy

VLMS is an Advancement Via Individual Determination (AVID) credited school. The AVID course offers instruction that prepares students for college. The program offers tutoring to the students and helps with personal skills such as organization.

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

Varsity Lakes Middle School works to integrate career and technical education within academic courses offered to all students including the sixth grade Leadership Course, the sixth and seventh grade personal development and career planning course, and the multi-grade business leadership course. In addition, VLMS offers career planning with US History so that all students have additional opportunities to plan for their next steps in education.

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

Varsity Lakes Middle School works to ensure that all students are ready for their next steps in education. Regular data analysis and intervention are used to monitor academic progress based on need, clubs and organizations work to connect students with mentors and role models for their social and emotional development, and career and college readiness is embedded into the VLMS curriculum.

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.** Teacher engagement will increase at least .2% in the Q12 area of receiving recognition as measured by the FY 16 Gallup Teacher Engagement Survey.

- G2.** Increase student achievement gains school-wide by tracking standards and 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. Teacher engagement will increase at least .2% in the Q12 area of receiving recognition as measured by the FY 16 Gallup Teacher Engagement Survey. 1a

G074353

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Use beginning survey results for individual teacher preferences, use LifeSaver recognition plan, use staff family nights and rewards.

Targeted Barriers to Achieving the Goal 3

- It is difficult to know how and when teachers want recognition. It needs to be meaningful and timely.

Plan to Monitor Progress Toward G1. 8

Beginning and end of the year survey will measure teacher engagement through recognition

Person Responsible

Daman Essert

Schedule

Semiannually, from 7/27/2015 to 5/30/2016

Evidence of Completion

Survey data

G2. Increase student achievement gains school-wide by tracking standards and focusing on teaching and learning. 1a

G074354

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Resource Teacher
- Academic Assistance
- AVID Tutoring/binder
- Consistent bell ringers
- Lunch Transitions
- TeenBiz and FCAT Explorer in time out
- Pull out for writing
- Support facilitation in Reading and Math
- Professional Learning Communities
- Comprehension Instructional Sequence
- Support for MTSS students
- Common assessments in all content areas
- Supplemental materials
- Kagan Strategies
- Alternative discipline (lunch detention, team time out)
- Teacher Leaders providing in-house professional development

Targeted Barriers to Achieving the Goal 3

- Discipline
- Limited staffing for ESE support
- Limited time for professional development and teacher collaboration.
- Limited experience tracking by standards

Plan to Monitor Progress Toward G2. 8

Administration will review the discipline logs and discuss the implementation of each strategy and its effectiveness towards the goal of increasing the amount of quality instructional time in class.

Administration will review the professional development opportunities and the attendance at each training to determine if the allotted time was reasonable for teachers and staff members to attend.

Administration will review the PLC meeting sign-in sheets to see if the allotted time was reasonable for teachers.

Administration will ask teachers if their planning time was utilized to observe other classrooms and if that was helpful in their own classroom practices.

Administration will review the SOS logs with the mentors to see if the strategy was effective.

Administration will meet with the ESE department to ensure that the scheduling for ESE students and support personnel is enhancing student achievement.

Person Responsible

Karen Sparks

Schedule

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

Evidence of Completion

Administration will create meeting notes on discussions held on each strategy and their plan to continue/change/discontinue each strategy.

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

 = Problem Solving Step  S123456 = Quick Key

G2. Increase student achievement gains school-wide by tracking standards and focusing on teaching and learning. **1**

 G074354

G2.B1 Discipline **2**

 B194092

G2.B1.S1 VLMS hosts a varities of in-house discipline procedures including team time-out, lunch detention, morning detention, an alternative-to-suspension program, and in-school suspension. When students misbehave in class, as a second "consequence", they are sent to another teacher on the team. This is called team time-out. During team time-out, the student completes their class assignments. When students recieve a number of citations, they attend lunch detention. This is held during thier lunch. The purpose of lunch detention is for students to eat lunch in a quiet/supervised area and then are dismissed back to class with their current teacher, therefore, not missing any class time. When students recieve a number of citations, they attend morning detention. This is held before school. This has been established to reduce missed class time and is part of the school's alternative-to-suspension program. When students attend In-School Suspension (ISS) they will be responsible for all missed work. The teachers are asked to send work to the ISS classroom. They will also participate in TeenBiz, FCAT Explorer, FCAT skill builders, and writing prompts during their time in ISS when their make-up work is complete. Beginning the 2014-15 school year, as an alternative to ISS, teachers whom volunteer their classroom, may host an ISS student in their classroom during instruction, to promote academic success in their particular subject area. VLMS also provides a Save One Student (SOS) program where faculty/staff mentors select a student that frequently has discipline issues. The mentor meets with the student once per week to discuss behavior, grades, and attendance. **4**

 S205605

Strategy Rationale

VLMS considers academic learning time an important factor of student success. We Utilize a variety of discipline procedures that allow students to remain in classrooms, actively engaged in learning.

Action Step 1 **5**

Team Time Out - Students will be monitored in a classroom setting that is different from where they were being disruptive.

Lunch Detention - Students will be monitored by school personnel in the lunch detention room while they eat lunch during their lunch time.

Morning Detention - Students will be monitored by school personnel in the detention room while they work on reading, mathematics, and writing activities.

ISS - Students will be monitored by school personnel in the ISS classroom while they complete classwork and/or other school related activities.

SOS - Students meet with mentors on a weekly basis to discuss grades, discipline, and attendance.

Person Responsible

Schedule

Evidence of Completion

Team Time Out Log Lunch Detention Log Morning Detention Log Discipline Activity Log
SOS Mentor/Mentee Log

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

Team Time Out Logs will be reviewed and kept for the school year to monitor student attendance. If students are repeatedly attending Team Time Out, more strict consequences will be given.

Lunch Detention Logs will be reviewed and kept for the school year to monitor student attendance. If students do not appear for lunch detention, they will receive other consequences such as a discipline referral.

Morning Detention Logs will be reviewed and kept for the school year to monitor student attendance. If students do not appear for morning detention, they will receive other consequences such as a discipline referral.

ISS Discipline Logs will be reviewed and kept for the school year to monitor student attendance. Student attendance will be reviewed daily/weekly as needed and taken in consideration when deciding on future consequences.

SOS Logs will be reviewed and kept for the school year to monitor when the mentors met with the students. Grades, discipline, and attendance will be reviewed weekly and taken into consideration when planning on future actions between mentor and mentee.

Person Responsible

Schedule

Evidence of Completion

Completed activity logs reviewed daily, weekly, quarterly, and yearly. The ISS logs will be kept on file for the following school year. SOS logs will be kept on file for the following school year.

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

Team Time Out - The number of students and the reoccurrence of similar students attending team time out will be tracked. The reason for attending team time out will also be documented.

Lunch Detention - The amount of students and the reason for attending lunch detention will be documented. Students will be signed in and out when they arrive and depart lunch detention.

Morning Detention - The amount of students and the reason for attending morning detention will be documented. Attendance will be documented.

ISS - Student attendance, number of days, and the reason for attendance will be tracked.

SOS- Each meeting time, what

Person Responsible

Schedule

Evidence of Completion

Review of team time out, lunch detention, morning detention, and ISS logs will be held. Administration will discuss the effectiveness of the strategies that took place. A plan will be made to continue each procedure.

G2.B4 Limited staffing for ESE support 2

B194095

G2.B4.S1 Structured scheduling, ongoing monitoring of effectiveness, utilization of resource teacher 4

S205608

Strategy Rationale

Our students within the lowest 25% quartile and within our IA classrooms benefit from small class sizes and extra assistance from support personnel.

Action Step 1 5

Reduction of class sizes and utilization of state and local student data to guide instruction (focus on reading)

Person Responsible

Karen Sparks

Schedule

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

Evidence of Completion

Analysis of district CCE score, common classroom assessments, state test scores for ESE students

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Classroom walkthroughs, short formal observations, formal observations, analysis of student achievement data

Person Responsible

Karen Sparks

Schedule

Quarterly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Documentation from walkthroughs, observations, student achievement data

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Ongoing progress monitoring of student achievement data, analysis of ESE support schedule

Person Responsible

Karen Sparks

Schedule

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

Evidence of Completion

Student grades, student achievement data, comparison of ESE support schedule to student outcomes

G2.B5 Limited time for professional development and teacher collaboration. 2

 B194096

G2.B5.S1 Provide professional development opportunities before and after school as well as during teacher's planning time. Weekly PLC Meetings on Wednesday mornings. Teachers utilizing planning time to observe effective instructional practices from peer teachers. Teacher leaders are trained in a specific area and then provide instruction to the staff during regular working hours. 4

 S205609

Strategy Rationale

VLMS utilizes teachers as the professionals in their subject matter as well as classroom management. Our teachers collaborate with each other to enhance classroom instruction.

Action Step 1 5

VLMS will offer professional development opportunities, PLC meetings, and planning opportunities to teachers before, during, and after school so that teachers can efficiently utilize their time.

Person Responsible

Karen Sparks

Schedule

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

Evidence of Completion

Inservice training records, minutes from meetings, and training information will be collected.

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Inservice training records that show the teachers that registered and attended professional development trainings will be collected. PLC sign-in sheets will be utilized and collected.

Person Responsible

Marla Vest

Schedule

Monthly, from 8/11/2014 to 6/5/2015

Evidence of Completion

CSDC will process the Inservice Record Sheets and participants can confirm completion of the trainings on PeopleSoft under All Learning. Administration will collect the PLC sign-in sheets and keep them on file.

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Inservice Record Sheets will be kept on file as well as PLC meeting sign-in sheets.

Person Responsible

Marla Vest

Schedule

Monthly, from 8/11/2014 to 6/5/2015

Evidence of Completion

The amount of teachers/staff members that attended the trainings will be collected. The attendance at PLC meetings will be collected.

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
G2.B1.S1.A1	Team Time Out - Students will be monitored in a classroom setting that is different from where they were being disruptive. Lunch Detention - Students will be monitored by school personnel in the lunch detention room while they eat lunch during thier lunch time. Morning Detention - Students will be monitored by school personnel in the detention room while they work on		Team Time Out Log Lunch Detention Log Morning Detention Log Discipline Activity Log SOS Mentor/ Metnee Log	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	reading, mathematics, and writing activities. ISS - Students will be monitored by school personnel in the ISS classroom while they complete classwork and/or other school related activities. SOS - Students meet with mentors on a weekly basis to discuss grades, discipline, and attendance.				
G2.B4.S1.A1	Reduction of class sizes and utilization of state and local student data to guide instruction (focus on reading)	Sparks, Karen	8/18/2014	Analysis of district CCE score, common classroom assessments, state test scores for ESE students	6/5/2015 daily
G2.B5.S1.A1	VLMS will offer professional development opportunities, PLC meetings, and planning opportunities to teachers before, during, and after school so that teachers can efficiently utilize their time.	Sparks, Karen	8/18/2014	Inservice training records, minutes from meetings, and training information will be collected.	6/5/2015 weekly
G1.MA1	Beginning and end of the year survey will measure teacher engagement through recognition	Essert, Daman	7/27/2015	Survey data	5/30/2016 semiannually
G2.MA1	Administration will review the discipline logs and discuss the implementation of each strategy and its effectiveness towards the goal of increasing the amount of quality instructional time in class. Administration will review the professional development opportunities and the attendance at each training to determine if the allotted time was reasonable for teachers and staff members to attend. Administration will review the PLC meeting sign-in sheets to see if the allotted time was reasonable for teachers. Administration will ask teachers if their planning time was utilized to observe other classrooms and if that was helpful in their own classroom practices. Administration will review the SOS logs with the mentors to see if the strategy was effective. Administration will meet with the ESE department to ensure that the scheduling for ESE students and support personnel is enhancing student achievement.	Sparks, Karen	8/18/2014	Administration will create meeting notes on discussions held on each strategy and their plan to continue/change/discontinue each strategy.	6/5/2015 annually
G2.B1.S1.MA1	Team Time Out - The number of students and the reoccurrence of similar students attending team time out will be tracked. The reason for attending team time out will also be documented. Lunch Detention - The amount of students and the reason for attending lunch detention will be documented. Students will be signed in and out when they arrive and depart lunch detention. Morning Detention - The amount of students and the reason for attending morning detention will be documented. Attendance will be documented. ISS - Student attendance, number of days, and the reason for attendance will be tracked. SOS- Each meeting time, what		Review of team time out, lunch detention, morning detention, and ISS logs will be held. Administration will discuss the effectiveness of the strategies that took place. A plan will be made to continue each procedure.	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Team Time Out Logs will be reviewed and kept for the school year to monitor student attendance. If students are repeatedly attending Team Time Out, more strict consequences will be given. Lunch Detention Logs will be reviewed and kept for the school year to monitor student attendance. If students do not appear for lunch detention, they will receive other consequences such as a discipline referral. Morning Detention Logs will be reviewed and kept for the school year to monitor student attendance. If students do not appear for morning detention, they will receive other consequences such as a discipline referral. ISS Discipline Logs will be reviewed and kept for the school year to monitor student attendance. Student attendance will be reviewed daily/weekly as needed and taken in consideration when deciding on future consequences. SOS Logs will be reviewed and kept for the school year to monitor when the mentors met with the students. Grades, discipline, and attendance will be reviewed weekly and taken into consideration when planning on future actions between mentor and mentee.		Completed activity logs reviewed daily, weekly, quarterly, and yearly. The ISS logs will be kept on file for the following school year. SOS logs will be kept on file for the following school year.	once	
G2.B4.S1.MA1	Ongoing progress monitoring of student achievement data, analysis of ESE support schedule	Sparks, Karen	8/18/2014	Student grades, student achievement data, comparison of ESE support schedule to student outcomes	6/5/2015 quarterly
G2.B4.S1.MA1	Classroom walkthroughs, short formal observations, formal observations, analysis of student achievement data	Sparks, Karen	9/1/2014	Documentation from walkthroughs, observations, student achievement data	6/5/2015 quarterly
G2.B5.S1.MA1	Inservice Record Sheets will be kept on file as well as PLC meeting sign-in sheets.	Vest, Marla	8/11/2014	The amount of teachers/staff members that attended the trainings will be collected. The attendance at PLC meetings will be collected.	6/5/2015 monthly
G2.B5.S1.MA1	Inservice training records that show the teachers that registered and attended professional development trainings will be collected. PLC sign-in sheets will be utilized and collected.	Vest, Marla	8/11/2014	CSDC will process the Inservice Record Sheets and participants can confirm completion of the trainings on PeopleSoft under All Learning. Administration will collect the PLC sign-in sheets and keep them on file.	6/5/2015 monthly

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.

G2. Increase student achievement gains school-wide by tracking standards and focusing on teaching and learning.

G2.B1 Discipline

G2.B1.S1 VLMS hosts a varities of in-house discipline procedures including team time-out, lunch detention, morning detention, an alternative-to-suspension program, and in-school suspension. When students misbehave in class, as a second "consequence", they are sent to another teacher on the team. This is called team time-out. During team time-out, the student completes their class assignments. When students recieve a number of citations, they attend lunch detention. This is held during thier lunch. The purpose of lunch detention is for students to eat lunch in a quiet/supervised area and then are dismissed back to class with their current teacher, therefore, not missing any class time. When students recieve a number of citations, they attend morning detention. This is held before school. This has been established to reduce missed class time and is part of the school's alternative-to-suspension program. When students attend In-School Suspension (ISS) they will be responsible for all missed work. The teachers are asked to send work to the ISS classroom. They will also participate in TeenBiz, FCAT Explorer, FCAT skill builders, and writing prompts during their time in ISS when their make-up work is complete. Beginning the 2014-15 school year, as an alternative to ISS, teachers whom volunteer their classroom, may host an ISS student in their classroom during instruction, to promote academic success in their particular subject area. VLMS also provides a Save One Student (SOS) program where faculty/staff mentors select a student that frequently has discipline issues. The mentor meets with the student once per week to discuss behavior, grades, and attendance.

PD Opportunity 1

Team Time Out - Students will be monitored in a classroom setting that is different from where they were being disruptive. Lunch Detention - Students will be monitored by school personnel in the lunch detention room while they eat lunch during thier lunch time. Morning Detention - Students will be monitored by school personnel in the detention room while they work on reading, mathematics, and writing activities. ISS - Students will be monitored by school personnel in the ISS classroom while they complete classwork and/or other school related activities. SOS - Students meet with mentors on a weekly basis to discuss grades, discipline, and attendance.

Facilitator

Julie Powell

Participants

Classroom Teachers, Assist. Principal - Julie Powell

Schedule

G2.B5 Limited time for professional development and teacher collaboration.

G2.B5.S1 Provide professional development opportunities before and after school as well as during teacher's planning time. Weekly PLC Meetings on Wednesday mornings. Teachers utilizing planning time to observe effective instructional practices from peer teachers. Teacher leaders are trained in a specific area and then provide instruction to the staff during regular working hours.

PD Opportunity 1

VLMS will offer professional development opportunities, PLC meetings, and planning opportunities to teachers before, during, and after school so that teachers can efficiently utilize their time.

Facilitator

Karen Sparks

Participants

Administrators Teachers Support Staff Other faculty (i.e. cafeteria, custodial) Guidance

Schedule

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

Budget

Budget Data

1	G2.B1.S1.A1	Team Time Out - Students will be monitored in a classroom setting that is different from where they were being disruptive. Lunch Detention - Students will be monitored by school personnel in the lunch detention room while they eat lunch during thier lunch time. Morning Detention - Students will be monitored by school personnel in the detention room while they work on reading, mathematics, and writing activities. ISS - Students will be monitored by school personnel in the ISS classroom while they complete classwork and/ or other school related activities. SOS - Students meet with mentors on a weekly basis to discuss grades, discipline, and attendance.				\$0.00
2	G2.B4.S1.A1	Reduction of class sizes and utilization of state and local student data to guide instruction (focus on reading)				\$0.00
3	G2.B5.S1.A1	VLMS will offer professional development opportunities, PLC meetings, and planning opportunities to teachers before, during, and after school so that teachers can efficiently utilize their time.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0242 - Varsity Lakes Middle School	Title I Part A		\$0.00
Notes: This is for professional development activities including PLC support, inclusion support, engagement and instructional support (including AVID and Kagan trainings) and other relevant support.						
Total:						\$0.00