

Marco Island Charter Middle



2014-15 School Improvement Plan

Marco Island Charter Middle

1401 TRINIDAD AVE, Marco Island, FL 34145

[no web address on file]

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

27%

Alternative/ESE Center

No

Charter School

Yes

Minority

39%

School Grades History

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

School Board Approval

This plan is pending approval by the Collier County School Board.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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. 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 one 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 prior to entering 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. Teachers greet the car riders every morning and the principal or assistant principal supervises 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 with levels 1 or 2 on FCAT Math and/or Reading
- ^ 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, eSemblar 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	5	12	10	27
One or more suspensions	4	7	4	15
Course failure in ELA or Math	0	1	3	4
Level 1 on statewide assessment	19	33	30	82
Level 2 on statewide assessment	65	61	45	171
Students with excessive absences -10+	37	43	28	108
Students with excessive tardies - 10+	4	10	8	22

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	5	11	13	29

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. Every level one and two reading or math student are scheduled into appropriate intensive classes. The level one readers are scheduled into a double block of reading and language arts. 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 remediation and small group instruction. 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.

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, and school personnel. The school uses a telephone program 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. All 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
 Identify the name, email address and position title for each member of the school leadership team.:

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
Lamos, 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). The Leadership Team will send school team representatives to ongoing trainings/support sessions that are offered district-wide.

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's 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

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

Name	Stakeholder Group
Tarik Ayasun	Business/Community
Christopher DeSantis	Parent
Jennifer Tenney	Business/Community
Allyson Richards	Business/Community
Sue Itayem	Parent
Jamie Bergen	Business/Community
David Homuth	Business/Community
Joan Pernice	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The SAC reviewed the plan during and after publication. SAC annually reviews the state test results in the Fall 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, deans, academic coaches, teacher leaders) met in March 2014 to make collaborative decisions about teaming, course offerings, and specifics concerning the master schedule. The budget was presented at the April 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 2014, 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

Identify the name, email address and position title for each member of the school-based LLT.:

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

Duties

Describe how the LLT promotes literacy within the school

What will be the major initiatives of the LLT this year?

- Support teachers in analyzing student assessment data.
- Increasing lesson rigor through the use of Webb's Depth of Knowledge.
- 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 FCIM mini-lessons (PW Impact) 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 level 3 on FCAT-Reading.

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.

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 by using 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. All level 1 and 2 math and reading students are scheduled into an intensive math class for additional support 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 collaboration, planning and professional development for our teachers.

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. 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.

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 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 eight grade social studies course.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Decrease student discipline referrals including those resulting in student suspensions.
- G2.** Decrease the number of students with 10% or more days absent from school
- G3.** Students will increase their performance in reading, math, science and writing through highly engaged teaching and learning experiences that embody rigorous and inquiry based instruction that maximize learner autonomy and the capacity to thrive.
- G4.** Teachers will analyze and interpret ongoing assessment data to plan for instruction, intervention and enrichment.

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. Decrease student discipline referrals including those resulting in student suspensions. 1a

G050671

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Student Pass, Teacher Training in Classroom Management

Targeted Barriers to Achieving the Goal 3

- Lack of student motivation, negative peer pressure

Plan to Monitor Progress Toward G1. 8

Student Pass referrals and infraction reports

Person Responsible

Mark Albanese

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

fewer discipline referrals - more academic success

G2. Decrease the number of students with 10% or more days absent from school 1a

G050664

Targets Supported 1b

Indicator	Annual Target
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Attendance Below 90%	97.0
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Resources Available to Support the Goal 2

- Monthly incentive drawing

Targeted Barriers to Achieving the Goal 3

- Motivation of students to enjoy coming to school for educational purposes

Plan to Monitor Progress Toward G2. 8

attendance data

Person Responsible

Mark Albanese

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Increased numbers of students qualifying for monthly incentive drawing. Fewer students with greater than 10% days absent in the 2014-2015 school year.

G3. Students will increase their performance in reading, math, science and writing through highly engaged teaching and learning experiences that embody rigorous and inquiry based instruction that maximize learner autonomy and the capacity to thrive. **1a**

G036582

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	85.0
AMO Reading - All Students	84.0
FCAT 2.0 Science Proficiency	69.0

Resources Available to Support the Goal **2**

- Grade level common team planning time District staff development opportunities Curriculum Guides Department PLCs CCSS and the NGSSS Textbook activities and assessments

Targeted Barriers to Achieving the Goal **3**

- Not all teachers have received adequate professional development to support the implementation of innovative technology, cooperative learning structures, and higher order thinking strategies.
- 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 G3. **8**

Will ensure that grade level teaming (PLCs) are being used effectively across grade levels

Person Responsible

George Abounader

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Teaming (PLC) minutes, lesson plans student data

G4. Teachers will analyze and interpret ongoing assessment data to plan for instruction, intervention and enrichment. 1a

G036583

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	85.0
AMO Reading - All Students	84.0

Resources Available to Support the Goal 2

- Curriculum Guides, Benchmark Assessments, Data warehouse, Write Score, Classroom Formative and Summative Assessments

Targeted Barriers to Achieving the Goal 3

- Teacher buy in: creating a culture of understanding of the purpose of PLCs
- Accountability: may be difficult to hold teachers accountable for the high expectations that come with PLCs
- 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 G4. 8

Formative and Summative Assessments

Person Responsible

Maureen Marcoux

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

eSembler data

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

G3. Students will increase their performance in reading, math, science and writing through highly engaged teaching and learning experiences that embody rigorous and inquiry based instruction that maximize learner autonomy and the capacity to thrive. **1**

 G036582

G3.B3 It is challenging for teachers to meet the diverse needs of students in their classrooms using conventional methods. **2**

 B087599

G3.B3.S1 Teachers will participate in focused staff development to included differentiated instruction and gradual release strategies to improve educational outcome and meet the diverse needs of learners. **4**

 S098310

Strategy Rationale

Action Step 1 **5**

Teachers will attend district and school staff development training specifically designed to support the use of best practice strategies that can be utilized to increase student achievement.

Person Responsible

George Abounader

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

attendance logs, team meeting minutes

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Teachers will meet daily to collaborate, share best practices and analyze data to guide instruction

Person Responsible

Schedule

Evidence of Completion

walk-throughs and observations

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Teachers will develop lesson plans and implement effective best practice strategies daily to increase students' achievement

Person Responsible

Schedule

Evidence of Completion

lesson plans, walk-throughs, common assessment data

G3.B4 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

 B087600

G3.B4.S1 The creation of a Master Schedule that allows for both horizontal and vertical planning on a regular basis. 4

 S098311

Strategy Rationale

Action Step 1 5

Create a master schedule that allows for horizontal and vertical planning

Person Responsible

Maureen Marcoux

Schedule

Annually, from 8/18/2014 to 6/3/2015

Evidence of Completion

Master Schedule that will be distributed to all staff members.

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Participate in PLC teams and professional development and will review notes, agendas, and products.

Person Responsible

Schedule

Evidence of Completion

Evidence will consist of lesson plans, notes, team minutes, assessments, and calendars.

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Minutes, data analysis

Person Responsible

Schedule

Evidence of Completion

walk-throughs, assessment analysis

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
G3.B3.S1.A1	Teachers will attend district and school staff development training specifically designed to support the use of best practice strategies that can be utilized to increase student achievement.	Abounader, George	8/18/2014	attendance logs, team meeting minutes	6/3/2015 monthly
G3.B4.S1.A1	Create a master schedule that allows for horizontal and vertical planning	Marcoux, Maureen	8/18/2014	Master Schedule that will be distributed to all staff members.	6/3/2015 annually
G1.MA1	Student Pass referrals and infraction reports	Albanese, Mark	8/18/2014	fewer discipline referrals - more academic success	6/3/2015 monthly
G2.MA1	attendance data	Albanese, Mark	8/18/2014	Increased numbers of students qualifying for monthly incentive drawing. Fewer students with greater than 10% days absent in the 2014-2015 school year.	6/3/2015 monthly
G3.MA1	Will ensure that grade level teaming (PLCs) are being used effectively across grade levels	Abounader, George	8/18/2014	Teaming (PLC) minutes, lesson plans student data	6/3/2015 monthly
G3.B3.S1.MA1	Teachers will develop lesson plans and implement effective best practice strategies daily to increase students' achievement			lesson plans, walk-throughs, common assessment data	once
G3.B3.S1.MA1	Teachers will meet daily to collaborate, share best practices and analyze data to guide instruction			walk-throughs and observations	once
G3.B4.S1.MA1	Minutes, data analysis			walk-throughs, assessment analysis	once
G3.B4.S1.MA1	Participate in PLC teams and professional development and will review notes, agendas, and products.			Evidence will consist of lesson plans, notes, team minutes, assessments, and calendars.	once

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.MA1	Formative and Summative Assessments	Marcoux, Maureen	8/18/2014	eSembler data	6/3/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0