

Oakridge Middle School



2014-15 School Improvement Plan

Oakridge Middle School

14975 COLLIER BLVD, Naples, FL 34119

[no web address on file]

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

35%

Alternative/ESE Center

No

Charter School

No

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

Oakridge Middle School is committed to providing a safe, stimulating, and positive learning environment that inspires each student to obtain intellectual growth consistent with the student's highest abilities, and to pursue the development of good character.

Provide the school's vision statement

The Oakridge Middle School community will work to establish and maintain an image that is:

Positive and goal-orientated

Committed to reaching high expectations

Student centered

Progressive, innovative, and state of the art through the implementation of instructional technology

Consistent and fair

Professional

Unified (team teaching and learning)

Aesthetically appealing

School Environment

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

At Oakridge Middle School, some of the ways we accomplish this goal is by holding Family conferences/student-led conferences; conducting home visits; advertising and recruiting for PTO/SAC Membership; encouraging family attendance at evening events such as concerts, school festivals, and open houses. We celebrate students that demonstrate positive character traits through positive referrals, and PBS Bulldog Bucks. Our teachers work to get to know their students through daily classroom interactions, eating lunch with small groups of students, completing their ELL and gifted endorsements, incorporating cultural awareness throughout the school year, and building rapport and relationships within their classroom environment.

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

At Oakridge Middle School nothing is more important than the safety of our students and staff. With the support of our Youth Relations Deputy, staff, parents, and students, an environment where everyone feels safe and respected is built.

School-wide rules, procedures, and expectations are reviewed daily on the morning news program.

The morning news program also provides us an opportunity to celebrate successes as a school family. Our Positive Behavior Support System is taught and reviewed throughout the year and reinforced using Bulldog Bucks. To maintain safety on campus, we have a Youth Relations Deputy that is visible and assists with arrival and dismissal. He also visits classrooms, as well as provides lessons on safety and security issues. In the mornings, students report directly to the courtyard to be welcomed by staff and establish a positive start to the day. We conduct monthly practice drills for safety. OMS has been secured by a fence that surrounds the campus, forcing everyone to use a single-point entry. Our school counselors, teachers, and leadership team work with students to set personal goals both academic and behavior, promote character traits that build on an environment of acceptance, without bullying, track the progress, and then celebrate progress.

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

At Oakridge Middle School, we utilize the Positive Behavior Support System, led by one of our Assistant Principals, Joe Manento. It establish clear behavior expectations for the students which are reviewed daily and enforced by all faculty and staff members. THE PBS team is made up of teachers and staff representing all grade-levels and departments. The team meets monthly to discuss the PBS plan at OMS. Students can earn positive reinforcement as a whole class and as individuals. All students carry "track cards" that show any infraction they may receive. Students are to review their cards with parents daily. If disciplinary action is required, teachers input Infractions and referrals into the Student Pass system to document negative behaviors and/or bring students to the attention of the administrators. Student Pass can also be used to award positive referrals for exceptional behavior, as well as the distribution of bull dog bucks which can be used at the school store, quarterly prizes, and other activities.

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

At Oakridge Middle School, counseling services are provided for students, utilizing parents, staff and community resources in the area of personal and social development. Counseling services may include, but are not restricted to, targeted individual counseling, small group counseling, classroom presentations to support academic success, social skills, along with stress and anger management. The counselor plans, implements and delivers district adopted school counseling curriculum, based upon Florida's School Counseling Framework through the coordination of school – wide programs and grade specific classroom presentations, requiring articulation and consultation with administration, teachers, teams, families and/or students to assure all students' social-emotional needs are being met. Our school counselors have special groups such as a "new comers" group and a "lunch bunch" to support students with a variety of needs.

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

The Leadership Team meets weekly to analyze these factors utilizing the information from Data Warehouse and Student Pass. The team makes recommendations for next steps, including parent conferences, recommendation for Positive Behavior Support referral, change of placement and/or intervention, and Teacher Mentor.

Early Warning System:

Attendance below 90%

Arriving late to school more than 5 times, or leaving school early more than 5 times

Level 1 on FCAT math, reading, or writing

Lowest 25% in Reading and Math

One or more in- school suspensions

One or more office and/or guidance referrals

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	13	19	14	46
One or more suspensions	26	39	31	96
Course failure in ELA or Math	5	1	2	8
Level 1 on statewide assessment	56	37	49	142

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	37	30	30	97

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

Using a variety of resources such as Student Pass and Data Warehouse, OMS uses strategies including, mentoring and tutoring, behavioral agreements with an academic component, etc. We use a variety of research proved strategies to improve academic performance of at-risk students. They include, but are not limited to, creation of a Teacher-Student Mentor program, sending attendance letters and meetings with parents, positive reinforcement of good attendance, goal setting with all students during intervention/enrichment time, early parent-teacher conferences/Student-led conferences, utilizing the School Counselor for individuals, small groups, or parent conferences, analysis of intervention programs and formative assessments, and examining ways to motivate students and provide extra learning opportunities. The MTSS leadership team meet weekly to discuss any students that may potentially need more than TIER 1 interventions. Names are compiled from multiple sources, including monthly grade-level RtI 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?

No

PIP Link

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

Description

In order to facilitate the home-to-school connection, the parental involvement goal will focus on parent participation in student-led conferences, as well as an open line of communication between teachers and parents/guardians through the use of email, ANGEL, and conferences.

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. Organizations and volunteers have been in place for many years. The relationship consists of many business partners that help support our Positive Behavior Support System (PBS) program, standardized dress code, and classroom volunteers.

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
Lonergan, Kimberly	Principal
Nemeth, Ryan	Assistant Principal
Manento, Joe	Assistant Principal
Baldwin, Pam	Instructional Coach
Street, Robyn	Instructional Coach
Clark, Barbara	Guidance Counselor
Block, Cindi	Paraprofessional
Humphries, Colleen	Other

Duties

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

Principal- provides leadership and facilitates the support of the MTSS process and SIP structures; ensures that professional development is available to support staff in these areas; regularly attends meetings to support these processes, as well as identifies the needs of the team, communicates with school stakeholders regarding the MTSS process and SIP; forms school improvement team to address each core concern.

Assistant Principals- assists the principal in providing leadership and support of the MTSS and SIP process; regularly attends meetings to support the process, as well as to identify needs of the team; communicates with school stakeholders about the MTSS process and the SIP.

Reading Coach- provides support to instructional staff through modeling lessons, co-teaching, and providing staff development. They will regularly attend meetings to support the process, as well as to identify needs of the team; communicates with school stakeholders about the MTSS process and the SIP.

Intervention Support Specialist- assists the leadership team in providing leadership and support of the MTSS and SIP process; regularly attends meetings to support the process, as well as to identify needs of the team; communicates with school stakeholders about the MTSS process and the SIP.

Guidance Counselors- assists the leadership team in providing leadership and support of the MTSS and SIP process; regularly attends meetings to support the process, as well as to identify needs of the team; communicates with school stakeholders about the MTSS process and the SIP.

Instructional Coaches- work with teachers on creating lessons, assessments, model instructional techniques, and provide staff development on a variety of topics.

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 OMS MTSS Leadership team meets weekly to monitor individual, grade level, and school-wide progress. Universal screening and progress monitoring data will be analyzed, as well student concerns in the areas of academics, discipline, and attendance. The effectiveness of core instruction, as well as targeted and more intensive interventions will be monitored, and the team will collaborate to evaluate effectiveness, problem solve, and make instructional decisions. Leadership team members will attend bi-weekly grade level meetings to facilitate further discussion regarding individual student progress, data analysis, and other concerns.

The Collier County School district provides a systematic and strategic approach to providing services through the District

Strategic Plan, 3 Year Academic Plan, and the K-12 Comprehensive Reading Plan. Goals and objectives of each program and

department are aligned with these overarching district plans. Additionally:

Title I Parts A, C, D, and School Improvements (1003a and 1003g) Title II, Part A and Title III are managed out of the same

Federal and State Grants Office in Collier County. They share administrative staff so that oversight, coordination, budgeting,

staffing, and monitoring are efficiently and effectively coordinated. In addition to informal communications, monthly formal

administrative meetings are held to discuss program needs, issues and coordinate efforts.

Support staff of the Title I Part A, Title I Part C, Title I Part D, and Title X programs meets regularly to coordinate efforts

and receive joint staff development for improving their services.

Regularly scheduled Curriculum and Instruction department meetings are scheduled that include district level program

coordinators, including IDEA, Perkins, Head Start, Supplemental Academic Instruction, Advanced Placement Initiative,

Career and Technical education.

Supplemental Staffing and Services:

Title X, LEA, Title I Basic, Title I Migrant coordinate services to assist homeless children, to resolve problems concerning

registration and provide support services at all schools. Title I and District jointly fund the Homeless Liaison staff position to

support homeless students in all public schools. The LEA provides services in coordination with the McKinney-Vento

Homeless Assistance Act.

Title I Migrant, Title I Basic, Title III funds are coordinated to provide at risk students with supplemental instructional

support and resources, such as SuccessMaker licenses, Tutors, Resource Teachers. Title I Basic, Title I Migrant and Head

Start/VPK collaborate to provide PreK classes and ensure school readiness for Collier students.

Title I Migrant and school collaboration occurs with local eye doctor to provide eye exams and glasses at no cost to migrant

students in need or at a discounted price to our program.

Coordination occurs with Homeless Liaison staff and Title I Migrant staff in identifying eligible students and families that can

be served as homeless.

Title I Basic and Title III collaborate in providing workshops and trainings to build the capacity of parents and foster strong

connection and engagement between home and school. In addition both grants provide translation services to ensure that non-

English speaking parents are able to participate fully in the education of their children.

Supplemental Staff Development:

Title I Migrant, Title I Basic and Title II Part A funds are coordinated to provide customized staff development that ensures students receive high quality, differentiated instruction.

Title I Part A funds are used in collaboration with Title I SIG 1003g and 1003a, Title II Part A and Reading to fund Reading

Coaches at all Elementary schools. Title I Part A and Title I SIG 1003g/1003a funds are used to provide additional Academic

Coaches at Title I Elementary, Middle and High Schools. Supplemental coaches are provided to support lowest performing

schools and those in differentiated Accountability Priority and Focus status.

Title I Part A, Title II Part A and IDEA fund exam reimbursements to ensure staff meet HQT

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
John Williams	Business/Community
Maria Jones	Teacher
Lynn Hoffman	Teacher
Andrea Polanco	Teacher
Kimberly Lonergan	Principal
Julia Cade	Education Support Employee
Joe Cleveland	Parent
Mayra DeArmas	Parent
Carrie Kerskie	Parent
Valerie Anderson	Parent
Susie O'Rourke	Teacher
Janet Diaz	Teacher
Kelli Gutierrez	Parent
Raymond Piccin	Parent
Chris Mitchell	Parent

Duties

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

Evaluation of last year's school improvement plan

During the first SAC meeting, the principal and assistant principal will share the assessment data from the previous school year. The group will then review the previous year's school improvement plan to discuss which initiatives were successful and what areas need to be targeted for this year's plan and instructional focus. Data on the prior year's assessment results will also be shared. The committee will discuss, plan, and come up with any potential changes.

Development of this school improvement plan

The SAC committee will review and approve the school improvement plan. After the presentation, the committee can ask questions, make suggestions, or approve the plan as presented.

Preparation of the school's annual budget and plan

Ms. Lonergan presented the annual budget to the SAC committee. The committee was given time to ask questions, and make suggestions if needed.

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

Last year, the SAC committee allocated funds to a variety of stakeholders. A trip to the Holocaust Museum was funded for \$172.00. Ink Cartridges for the school were bought for \$3000.00. Around \$10000.00 was carried over to the 2014-2015 school year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Lonergan, Kimberly	Principal
Nemeth, Ryan	Assistant Principal
Manento, Joe	Assistant Principal
Baldwin, Pam	Instructional Coach
Childs, Diana	Teacher, K-12
Ferrera, Theresa	Instructional Media
Polanco, Andrea	Teacher, K-12
Street, Robyn	Instructional Coach
Humphries, Colleen	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team will be to improve the literacy climate of the school, as well as assist with the full implementation of content area literacy.

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

Each year, the administration works diligently to create instructional teams that will work together and demonstrate expertise in a specific age group/content area with input from teachers as to their personal and professional preferences. Team Leaders are set in place that will help to facilitate growth as a team

of content-area teachers. Teams are allocated a common planning time daily and provided 35 minutes of team meeting time every day. We receive district support in English-Language Arts once a month by a literacy specialist. OMS also has English Language Learner (ELL) support from district personnel once a month. Academic coaches and leadership team members work with teams to discuss instructional strategies and best classroom practices and problem solve areas of concern, as well as teacher input for students who may need additional assistance with academic or behavioral interventions.

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

Orientation meetings for new teachers, meetings throughout the year with new teachers, peer/mentor teachers, support staff, and leadership team; assignment of peer/mentor teachers; attend district recruitment and transfer fairs. Offer common planning for grade-level contents.

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

Teachers new to OMS are paired with an experienced teacher who has been trained through the Clinical Education Program offered by Collier County. These pairs attend monthly meetings with the school leadership team, and there are ongoing meetings between mentor/mentee. The district provides support and each pairing submits a log of their meetings to school and district leadership.

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

Members of the district-based leadership team will meet regularly to provide data and support district-wide implementation of core and intervention programs. The district will provide leadership and guidance to ensure the implementation of instructional programs and MTSS plans with fidelity along with providing resources and staff development based on the needs of the schools. The members of the district leadership team include key stakeholders from various departments in the district.

Members assist with the development of the MTSS district manual, Strategic Plan, and the DIAP. The District Leadership Team works in conjunction with the school-based teams to create and peer review School Improvement Plans. The team provides data on instructional targets based upon analysis of data. The team helped define clear expectations for instruction; facilitated the development of strategies to meet those goals; and aligned processes and procedures.

The Leadership team monitors the fidelity of the school's instructional programs, MTSS and SIP through collection of data based on the district's Strategic Plan and quarterly data dialogues between the Superintendent, key instructional leaders and school-based administrators. Preparatory to data dialogues, data are analyzed based on the Goals, Key Performance Indicators, and Strategies. The District Leadership team reviews, discusses, and monitors student academic and/or behavioral procedures and data while working in conjunction with schools to support identified needs. The team focuses on implementation, data collection, interventions, and supports needed by the instructional staff. Members of the district-based MTSS leadership team meet regularly to provide data and support to the schools' problem-solving teams and review school-wide MTSS issues. School administrators and teachers from the school-based MTSS team participate in grade level PLC's to facilitate the MTSS process at each grade level. Universal screening and progress monitoring data will be analyzed. The effectiveness of the core instruction, as well as targeted and more intensive interventions, is monitored, and the team collaborates to evaluate effectiveness, problem-solve, and

make instructional decisions.

Alignment with Florida Standards is key to improving academic performance as measured by state assessments. CCPS addresses this alignment in multiple ways. First, the Collier Teacher Evaluation Model, based on Marzano's methodologies, requires that lessons feature a learning goal with scales. Learning goals are developed from the standards and typically match the wording of benchmarks. Scales are used to identify students' individual progress toward attaining the goal, i.e., the standard. During observations, a key data element is derived from the teachers' use of learning goals and scales. Ongoing progress-monitoring assessments are also designed to demonstrate students' progress toward attaining the goal or standard. Consequently, data chats are standards-driven and serve to maintain a focus on instruction, assessment and achievement built around 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

The administration meets with grade-level teams bi-weekly to analyze progress monitoring data and quarterly benchmark assessment data and discuss adjustments to instructional strategies and small groups. Based on the data analysis, decisions are made about utilization of resource teachers and push-in support to best meet the needs of students achieving at various levels. During the 3rd Tuesday of each month, administration meets with grade-level RtI teams to discuss students, assessment results, and the progress of 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: 5,000

A before and after school program consisting of programs used to reteach and facilitate academic practice. The intervention/remediation time will be built to assist students in multiple areas. Student data is used to determine what type of academic programs will be offered. Data from student assessment will be used to measure the success of the programs.

Strategy Rationale

The before school program offers students a quiet time to complete work, prepare for assessments, or work on continued projects.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lonergan, Kimberly, lonergki@collierschools.com

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

The school leadership team examines the previous year's FCAT data and district-made quarterly benchmark assessments of those enrolled in the before and after school programs. Results of the new FSA will occur at the end of this school year.

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

On May 1st, each middle school held a Rising 6th Grade Parent Orientation Night at 6:00 p.m. Parents learned about the 6th grade course selection process – what core classes were required and what related arts classes were available. There was also band/orchestra/chorus performances and a PowerPoint highlighting the many programs and activities at the respective middle schools. The following morning, May 2nd, 5th graders across the district were transported by bus from their feeder school to their projected middle school for the same presentation the parents received the night before.

As for 8th to 9th grade transitions, a lot of collaboration takes place between the high schools and their feeder middle school. Our 8th graders visited their feeder high school (GCH, GGHS, PRHS). Each of the high schools offered a rising 9th grader night where the schools presented information to parents on items such as academics, athletics, AP courses, and scheduling. Gifted Curriculum Specialists will be holding transition meetings with individual 8th grade gifted students and their parents to inform them of the many Advanced Studies opportunities available in the district

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

School Counselors play a large role with 8th graders planning and advising students as they prepare for high school. Using I-portfolios, career surveys, E-Peps, guidance works with students on an on-going basis and during the History and Career Planning course. Students are also encouraged to participate in an array of high school courses that are offered on campus. Participation in the CCPS sponsored middle school initiative partnership with Junior Achievement (JA) of Southwest Florida would bring the Economics for Success curriculum to 8th grade students. This curriculum focuses on the goal of achieving a successful economic life including choosing the right career.

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

Algebra I, Algebra I Honors, Spanish I are offered for high school credit. Key Boarding and Business Skills, and Computer and Business Skills are Career and Technical Courses are offered from high school credit and industry certification.

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

Rigorous courses, high school credited classes, industry certification are all strategies used to improve student readiness for post-secondary education. STEM activities help students to focus on hands on applications of academic subjects such as science and math. CTE courses include LA and Math benchmarks. Industry Certifications in microsoft improve technology skills and applications that can be used in all academic activities.

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.** If there is an understanding that literacy skills are the basis for comprehending content, and lesson plans and instruction feature specific reading strategies, student achievement will increase.

- G2.** If teacher questions and teacher/student discourse demonstrate a level of rigor, i.e., cognitive complexity, deep understanding and knowledge, consistent with the demands of the Florida Standards, student achievement will increase.

- G3.** If teachers analyze and interpret ongoing assessment data to plan for instruction, intervention and enrichment, student achievement will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If there is an understanding that literacy skills are the basis for comprehending content, and lesson plans and instruction feature specific reading strategies, student achievement will increase. 1a

G040406

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	79.0

Resources Available to Support the Goal 2

- Reading Coach; Collaborative Comprehension Strategies; District Curriculum Coordinators; Curriculum Guides, EQulP Rubric

Targeted Barriers to Achieving the Goal 3

- Teachers need training in aligning literacy strategies to text.

Plan to Monitor Progress Toward G1. 8

Evaluate student work and instruction in regards to processing and elaborating on new information

Person Responsible

Kimberly Lonergan

Schedule

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

Evidence of Completion

Student work products; quarterly benchmark results; formative assessments; CTEM observations

G2. If teacher questions and teacher/student discourse demonstrate a level of rigor, i.e., cognitive complexity, deep understanding and knowledge, consistent with the demands of the Florida Standards, student achievement will increase. **1a**

G040407

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	80.0
AMO Reading - All Students	79.0
FCAT 2.0 Science Proficiency	62.0

Resources Available to Support the Goal **2**

- Curriculum maps; reading coach; math resource teacher; academic coaching cycle; EQUIP Rubric; district curriculum specialists and personnel.

Targeted Barriers to Achieving the Goal **3**

- When higher order/deep understanding questions are used, students are not held accountable for answering at equally deep levels.

Plan to Monitor Progress Toward G2. **8**

Lesson Plans
 CTEM observations

Person Responsible

Kimberly Lonergan

Schedule

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

Evidence of Completion

Lesson Plans CTEM observations Benchmark Data Challenge/Rigor Checklist Marzano elements 18 and 20 can be used as evidence pieces

G3. If teachers analyze and interpret ongoing assessment data to plan for instruction, intervention and enrichment, student achievement will increase. 1a

G040408

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	80.0
AMO Reading - All Students	79.0
FCAT 2.0 Science Proficiency	62.0

Resources Available to Support the Goal 2

- Data Warehouse; Benchmark assessments; state assessments; quarterly grades; EQUIP Rubric

Targeted Barriers to Achieving the Goal 3

- Teachers have not been trained to/do not create plans based on analysis and interpretation of ongoing assessment data.

Plan to Monitor Progress Toward G3. 8

Monitor and Analyze lesson plans; common planning minutes; student assessment data

Person Responsible

Kimberly Lonergan

Schedule

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

Evidence of Completion

Lesson Plans; benchmark data; student created work

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If there is an understanding that literacy skills are the basis for comprehending content, and lesson plans and instruction feature specific reading strategies, student achievement will increase. **1**

 G040406

G1.B1 Teachers need training in aligning literacy strategies to text. **2**

 B097693

G1.B1.S1 Teachers will identify strategies that require students to interact with the new knowledge in a structured manner, Academic Language, Cornell Notes, Marking the Text, T.H.I.E.V.E.S., Higher Order Questioning, Content-Area Literacy, Academic Note Booking/Journaling **4**

 S108951

Strategy Rationale

Continued use of these strategies will help to increase student comprehension of grade-level text.

Action Step 1 **5**

Utilize a variety of strategies across all content areas for students' processing of and elaborating on new information

Person Responsible

Kimberly Lonergan

Schedule

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

Evidence of Completion

Lesson plan; Observations

Action Step 2 5

Leadership will provide training to staff on how to align literacy strategies to text.

Person Responsible

Kimberly Lonergan

Schedule

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

Evidence of Completion

Evidence will be collected as observations are conducted, and as lesson plans are reviewed.

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

Monitor that teachers consistently utilize a variety of strategies across all content areas so that students can process and elaborate on new information.

Person Responsible

Kimberly Lonergan

Schedule

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

Evidence of Completion

Lesson Plans; observations

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

Evaluate student work and instruction in regards to processing and elaborating on new information

Person Responsible

Kimberly Lonergan

Schedule

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

Evidence of Completion

Student work; quarterly benchmark assessment; formative assessments; CTEM observations

G2. If teacher questions and teacher/student discourse demonstrate a level of rigor, i.e., cognitive complexity, deep understanding and knowledge, consistent with the demands of the Florida Standards, student achievement will increase. 1

G040407

G2.B1 When higher order/deep understanding questions are used, students are not held accountable for answering at equally deep levels. 2

B097694

G2.B1.S1 Teachers will provide for higher-order questions in their daily lesson plans. 4

S108952

Strategy Rationale

If teachers do not plan for higher-order questions ahead of time, they are less likely to ask these questions quickly during a lesson. These questions will allow students to practice this style of questioning.

Action Step 1 5

Cross curricular integration to embed text dependent and higher order thinking questions. Teachers will plan for and engage students in work characterized by cognitively complex texts.

Person Responsible

Kimberly Lonergan

Schedule

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

Evidence of Completion

Lesson Plans Classroom Observation PLCs ACHIEVE 3000 data FAIR-FS data Common assessment data from departments Webb's DOK questions Kagan Structure

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

Monitoring of Lesson Plans

Person Responsible

Kimberly Lonergan

Schedule

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

Evidence of Completion

CTEM observation Weekly review of lesson plans PLC Meetings

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

Lesson Plans

Person Responsible

Kimberly Lonergan

Schedule

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

Evidence of Completion

Lesson Plans CTEM observation PLC Meetings

G3. If teachers analyze and interpret ongoing assessment data to plan for instruction, intervention and enrichment, student achievement will increase. 1

 G040408

G3.B1 Teachers have not been trained to/do not create plans based on analysis and interpretation of ongoing assessment data. 2

 B097695

G3.B1.S1 Professional Learning Communities will function as data teams for the purpose of analyzing and interpreting data to plan for instruction, Tier I interventions (FCIM) and enrichment. 4

 S108953

Strategy Rationale

Professional Learning Communities will work together as grade-level departments to analyze data, plan for instruction, and create assessments.

Action Step 1 5

Teachers will meet as PLCs to review student data and create plans based on student data

Person Responsible

Schedule

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

Evidence of Completion

Lesson Plans; observations; assessment data

Action Step 2 5

Administration will provide training to staff on reviewing student data for the purpose of planning.

Person Responsible

Kimberly Lonergan

Schedule

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

Evidence of Completion

Administration will attend PLCs to discuss student data. Observations and Lesson Plans will be reviewed for differentiation.

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

Monitor lesson plans for specific strategies needed based on student data

Person Responsible

Kimberly Lonergan

Schedule

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

Evidence of Completion

Lesson Plans; observations

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

Analyze and evaluate formative and summative assessments and student created work

Person Responsible

Kimberly Lonergan

Schedule

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

Evidence of Completion

Common planning minutes; student performance data and artifacts

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Utilize a variety of strategies across all content areas for students' processing of and elaborating on new information	Lonergan, Kimberly	8/18/2014	Lesson plan; Observations	6/3/2015 daily
G2.B1.S1.A1	Cross curricular integration to embed text dependent and higher order thinking questions. Teachers will plan for and engage students in work characterized by cognitively complex texts.	Lonergan, Kimberly	8/18/2014	Lesson Plans Classroom Observation PLCs ACHIEVE 3000 data FAIR-FS data Common assessment data from departments Webb's DOK questions Kagan Structure	6/3/2015 daily
G3.B1.S1.A1	Teachers will meet as PLCs to review student data and create plans based on student data		8/18/2014	Lesson Plans; observations; assessment data	6/3/2015 weekly
G1.B1.S1.A2	Leadership will provide training to staff on how to align literacy strategies to text.	Lonergan, Kimberly	8/18/2014	Evidence will be collected as observations are conducted, and as lesson plans are reviewed.	6/3/2015 monthly
G3.B1.S1.A2	Administration will provide training to staff on reviewing student data for the purpose of planning.	Lonergan, Kimberly	8/18/2014	Administration will attend PLCs to discuss student data. Observations and Lesson Plans will be reviewed for differentiation.	6/3/2015 monthly
G1.MA1	Evaluate student work and instruction in regards to processing and elaborating on new information	Lonergan, Kimberly	8/18/2014	Student work products; quarterly benchmark results; formative assessments; CTEM observations	6/3/2015 daily
G1.B1.S1.MA1	Evaluate student work and instruction in regards to processing and elaborating on new information	Lonergan, Kimberly	8/18/2014	Student work; quarterly benchmark assessment; formative assessments; CTEM observations	6/3/2015 daily
G1.B1.S1.MA1	Monitor that teachers consistently utilize a variety of strategies across all content areas so that students can process and elaborate on new information.	Lonergan, Kimberly	8/18/2014	Lesson Plans; observations	6/3/2015 daily
G2.MA1	Lesson Plans CTEM observations	Lonergan, Kimberly	8/18/2014	Lesson Plans CTEM observations Benchmark Data Challenge/Rigor Checklist Marzano elements 18 and 20 can be used as evidence pieces	6/3/2015 daily
G2.B1.S1.MA1	Lesson Plans	Lonergan, Kimberly	8/18/2014	Lesson Plans CTEM observation PLC Meetings	6/3/2015 weekly
G2.B1.S1.MA1	Monitoring of Lesson Plans	Lonergan, Kimberly	8/18/2014	CTEM observation Weekly review of lesson plans PLC Meetings	6/3/2015 weekly
G3.MA1	Monitor and Analyze lesson plans; common planning minutes; student assessment data	Lonergan, Kimberly	8/18/2014	Lesson Plans; benchmark data; student created work	6/3/2015 weekly
G3.B1.S1.MA1	Analyze and evaluate formative and summative assessments and student created work	Lonergan, Kimberly	8/18/2014	Common planning minutes; student performance data and artifacts	6/3/2015 daily
G3.B1.S1.MA1	Monitor lesson plans for specific strategies needed based on student data	Lonergan, Kimberly	8/18/2014	Lesson Plans; observations	6/3/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If there is an understanding that literacy skills are the basis for comprehending content, and lesson plans and instruction feature specific reading strategies, student achievement will increase.

G1.B1 Teachers need training in aligning literacy strategies to text.

G1.B1.S1 Teachers will identify strategies that require students to interact with the new knowledge in a structured manner, Academic Language, Cornell Notes, Marking the Text, T.H.I.E.V.E.S., Higher Order Questioning, Content-Area Literacy, Academic Note Booking/Journaling

PD Opportunity 1

Utilize a variety of strategies across all content areas for students' processing of and elaborating on new information

Facilitator

Reading Coach, Administrative Team, Math Resource

Participants

All Instructional Personnel

Schedule

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

G2. If teacher questions and teacher/student discourse demonstrate a level of rigor, i.e., cognitive complexity, deep understanding and knowledge, consistent with the demands of the Florida Standards, student achievement will increase.

G2.B1 When higher order/deep understanding questions are used, students are not held accountable for answering at equally deep levels.

G2.B1.S1 Teachers will provide for higher-order questions in their daily lesson plans.

PD Opportunity 1

Cross curricular integration to embed text dependent and higher order thinking questions. Teachers will plan for and engage students in work characterized by cognitively complex texts.

Facilitator

Advanced Studies Department, Reading Coach, Math Resource

Participants

Instructional Staff

Schedule

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

G3. If teachers analyze and interpret ongoing assessment data to plan for instruction, intervention and enrichment, student achievement will increase.

G3.B1 Teachers have not been trained to/do not create plans based on analysis and interpretation of ongoing assessment data.

G3.B1.S1 Professional Learning Communities will function as data teams for the purpose of analyzing and interpreting data to plan for instruction, Tier I interventions (FCIM) and enrichment.

PD Opportunity 1

Teachers will meet as PLCs to review student data and create plans based on student data

Facilitator

School-based Leadership; Reading Coach; Math Resource Teacher
District Curriculum Coordinators

Participants

All Instructional Personnel

Schedule

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

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: If there is an understanding that literacy skills are the basis for comprehending content, and lesson plans and instruction feature specific reading strategies, student achievement will increase.	2,000
Goal 2: If teacher questions and teacher/student discourse demonstrate a level of rigor, i.e., cognitive complexity, deep understanding and knowledge, consistent with the demands of the Florida Standards, student achievement will increase.	1,000
Goal 3: If teachers analyze and interpret ongoing assessment data to plan for instruction, intervention and enrichment, student achievement will increase.	2,000
Grand Total	5,000

Goal 1: If there is an understanding that literacy skills are the basis for comprehending content, and lesson plans and instruction feature specific reading strategies, student achievement will increase.

Description	Source	Total
B1.S1.A1 - Projected spending on curriculum supplies, potential academic-focused field trips, and technology.	School Improvement Funds	1,000
B1.S1.A2 - Projected money will be spent on technology, curriculum resources, and academic-focused field trips.	School Improvement Funds	1,000
Total Goal 1		2,000

Goal 2: If teacher questions and teacher/student discourse demonstrate a level of rigor, i.e., cognitive complexity, deep understanding and knowledge, consistent with the demands of the Florida Standards, student achievement will increase.

Description	Source	Total
B1.S1.A1 - Projected money will be spent on curricular supplies, technology, and academic-focused field trips.	School Improvement Funds	1,000
Total Goal 2		1,000

Goal 3: If teachers analyze and interpret ongoing assessment data to plan for instruction, intervention and enrichment, student achievement will increase.

Description	Source	Total
B1.S1.A1 - Projected money will be spent on curriculum supplies, technology, and academic-focused field trips.	School Improvement Funds	1,000
B1.S1.A2 - Projected money will be spent of curriculum supplies, technology, and academic-focused field trips.	School Improvement Funds	1,000
Total Goal 3		2,000