

Manatee Middle School



2014-15 School Improvement Plan

Manatee Middle School

1920 MANATEE RD, Naples, FL 34114

[no web address on file]

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

91%

Alternative/ESE Center

No

Charter School

No

Minority

93%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	C	B

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

To create a safe, positive environment where students learn and thrive. To empower students to become the best they can be through character development, a love of learning and the power of education.

Provide the school's vision statement

Manatee Middle School is composed of lifelong learners that are respectful, organized, accomplished and responsible. Through positive school culture and relevant and rigorous academics, students are prepared to thrive in high school and post-secondary opportunities.

School Environment

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

The after school Hurricane Academy is provided as an extension of the school day to support the need for a structured environment for our students. Only teachers at the school are after school counselors so this provides a supportive school-based group where students can study and do homework while receiving help from certified teachers they know, along with participating in activities such as the jazz band, spirit squad and other interests. Students that join this after school program, sponsored by The Boys and Girls Club of Naples, are automatically invited to participate in the summer program at The Boys and Girls site. Many of the current Manatee teachers also work for the summer program as counselors and bring a cultural awareness and understanding to the program. Through CANE Time each day, teachers conduct one-on-one data chats with students talking to them about setting academic, behavior and attendance goals. In addition, our school provides a special Science based program for migrant students on Fridays, giving them opportunities to learn about robotics, STEM and Florida's natural environment. The culminating activity for these quarterly programs are fields trips that correspond to the curriculum like the Miami Zoo. To support the needs of our migrant students the school employs a migrant tutor that is responsible for supporting the students in the classroom and meeting with them each week to support their academic needs and further build communication from school with home.

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

Along with our Youth Relation Deputy, we have a closed campus with one entry point. This YRD speaks to each of the PE classes each year so students understand his role on campus and how he can help them. At Manatee Middle, our school motto is R.O.A.R., an acronym for students and teachers always being Respectful, Organized, Accomplished and Responsible. These principle guidelines drive our Positive Behavior System and behavioral guidelines for teachers and students. Students participating in the after school Hurricane Academy and sports clubs sign behavior agreements stating they will abide by the behavior guidelines of the school including R.O.A.R. expectations.

In addition, our school has a part-time Safe School assistant that monitors the campus during the school day. This person is charged with helping with transitions and ensuring the campus only has one entry point throughout the day.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Through our Positive Behavior System, students have the ability to earn rewards for high academics. These V.I.P. cards reward students with lunch time privileges such as sitting at the outside picnic tables, going to recess first and standing in the lunch line first. In addition, students have the opportunity to win a "Prize Pack Ticket" monthly which awards them prizes based on attendance, promptness to class and positive behavioral expectations. In addition, students meeting school wide positive behavior expectations participate in quarterly reward events such as the student versus faculty volleyball, basketball and soccer games in November, January and April, respectively. The PBS system also rewards students monthly through a PBS CCPS Dress Day which enables students to wear district dress code in lieu of the school dress code. Students with exception straight A's participate in quarterly pancake breakfast days with the principal and have the opportunity to take "buddy pictures" with their friends twice a year for the yearbook.

The school has a PBS Committee made up of faculty members: Scott Dellatore (counselor), Brandon Heimberger, Julie Kerchnerm, Patrick McHugh, Colleen Micieli (PBS Coach), Noha Moussa, Kevin O'Leary, Jocelyn Schafer (InsS), Christopher Seaberg, and Kris Swan. This committee meets once a month to discuss positive behavior data such as tardies, infractions, referrals, prize packages and school-wide expectations.

Manatee uses the county behavior system of infractions for minor behavior and office referrals for major school and classroom incidents. Teachers are trained each year on the school wide behavior expectations and use the Collier County behavior flow chart to ensure the behavior system is consistently enforced.

The assistant principal of attendance and discipline uses the county Student Code of Conduct to provide consequences to students not following school expectations.

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

Our counseling department serves the social-emotional needs of students by providing services each day. Some programs offered WINGS (Women in Naples Giving Support) which is a site-based mentoring program for a select group of middle school girls who need a self-esteem boost and encouragement to value education. Laces of Love is a non-profit organization that supplies our most needy students with regular and athletic shoes. The Life Skills program provided by the school counselors and sponsored by Youth Haven takes place one day per week on Tuesday works with our students in the after school Hurricane Academy providing support in self-esteem, social skills, and good decision-making skills. In addition to these supplemental programs individual counseling is offered throughout the day along with support for teacher/parent conferences. Students are also supplied with extra uniforms, book bags, gym clothes, and school supplies/toiletries, when there is a need.

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

Thirty-three students showed attendance below 90% whether absence was excused or a result of out of school suspension. The school sends home a five day/seven day and ten day absentee letter to the parents/guardians. In addition, daily dialers home indicate if a student was tardy, missed a class or was absent from school. After review by the leadership team, attendance meetings with the parents and the support of district personnel are called monthly to ensure attendance laws and

expectations are communicated to parents. Students are recognized for perfect attendance on a quarterly basis.

TERMS is used to identify students in danger of failing English Language Arts or Mathematics in the school year 2013-14. A letter is sent to the parents of students in the spring that are in danger of failing core courses and potentially having to attend summer school.

Student Pass, Data Warehouse and TERMS systems are used to identify students that are suspended from school. Sixty-one students had one or more days of in-school suspension. Forty-five students had one or more days of out-of-school suspension.

222 students scored a Level 1 on the statewide standardized assessment in mathematics.

282 students scored a Level 1 on the statewide standardized assessment in English Language Arts.

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	12	13	8	33
One or more suspensions	22	34	50	106
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	172	158	174	504
	0	0	0	
	0	0	0	

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	210	213	245	668

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

MMS follows the MTSS protocol of providing interventions to targeted students through a 21-minute Cane Time intervention time attached to every period 2 in order to support student performance. Teachers conduct weekly individual data chats with students reviewing grades, attendance and test scores. At the beginning of each quarter, students write quarterly goals which serve as a springboard for discussion with their parents during the student-led conferences held after quarter 1 and quarter 2. In addition to the 2nd period classroom teacher, the school has three academic coaches and one resource teacher that also provide individual and small group interventions for a targeted group of students during Cane Time based on formative data to improve academic performance. ESE co-teachers push-in to classrooms during Cane Time to support the students with disabilities through targeted individual and small group instruction.

In response to individual student need, the Response to Intervention (MTSS) process begins with monthly data chats by grade level team members. Documentation of student concerns, behavioral and academic, are noted on the Student Concern Form created by the Leadership Team. The Instructional Support Specialist analyzes Tier 1 strategies used by the classroom teacher and provides support and training if needed. The team of teachers decide on actions and interventions to be taken in order to support the students needs. If the targeted intervention shows no improvement through data points, then the team reconvenes to discuss intensive tier 3 options. Goals are

established through a PMP and data is collected for approximately 6 weeks or more if needed. Data is logged in Data Warehouse in order to analyze the progress of the interventions. The team reconvenes to review multi-tiered data points and collectively makes a decision on additional interventions, a possible behavior plan, evaluation or adjustment to current educational program. Cane Time Level 1 interventions include Reading Horizons reading support for disfluent students along with online intervention programs such as My Reading Coach and FLRT, an online fluency intervention. The school has a Cane Time Committee with faculty members: Morgan Summa (Reading Coach), Vanessa Alvarez (Media Center Specialist), Tom Byers, Gina Carriere, Brian David and Christina Harrison, that meet monthly to decide on appropriate resources and possibilities for students in need of intervention.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/189507>.

Description

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

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

See 2014-15 Parent Involvement Plan.

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
Vickaryous, Pamela	Principal
Merhar, Rebecca	Assistant Principal
Brown, Steven	Assistant Principal
Henderson, Denise	Instructional Coach
Summa, Morgan	Instructional Coach
Schafer, Jocelyn	Instructional Coach
Maloney, Jenny	Instructional Coach
Di filippo, Nicole	Guidance Counselor

Duties

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

Pamela Vickaryous- Principal - provides leadership and articulates support of the MTSS process and SIP structures; ensures that professional development or resources are available to staff to support MTSS and the SIP structures; allows for scheduling that supports team meetings as well implementation of interventions; regularly attends meetings to support the process, as well as identify needs of the team; communicates with school stakeholders regarding the MTSS process and SIP; forms school improvement cadres to address each core content area

Rebecca Merhar- Assistant Principal of Curriculum & Instruction - assists the principal in providing leadership and support of the MTSS process and SIP structures; regularly attends meetings to support the process, as well to identify needs of the team; communicates with school stakeholders about the MTSS process and SIP

Steven Brown- Assistant Principal of Attendance & Discipline- facilitates meeting and agenda; structures our school's PBS system and implements strategies and provides support with student attendance and discipline.

Denise Henderson-Mathematics Coach-models instructional lessons, provides individual professional development through the coaching cycle, provides school-wide professional development provides resources to the math department and targeted instructional needs to teachers, oversees online programs and helps facilitate supplemental technology programs for math such as ALEKS.

Morgan Summa-Reading Coach/Social Studies Department Chair-models instructional lessons, provides individual professional development through the coaching cycle, provides school-wide professional development, provides resources to the literacy and social studies departments and targeted instructional needs to teachers. Oversees FAIR testing and online intervention programs such as Achieve3000, FLRT, Reading Horizons and My Reading Coach.

Jocelyn Schafer-Instructional Support Specialist-assists ESE teachers with identifying student needs based on their disability. Facilitates all IEP meetings, provides school-wide professional development in the areas of co-teaching methods, goal setting and implementing accommodations.

Jenny Maloney-Science Coach-models instructional lessons, provides individual professional development through the coaching cycle, provides school-wide professional development provides resources to the science department and targeted instructional needs to teachers, oversees online programs and helps facilitate supplemental technology programs such as Discovery Education.

Nicole Di filippo-Head Guidance Counselor-facilitates one-on-one counseling with students based on needs. Facilitates parent/teacher conferences, supports supplemental programs that support students such as WINGS, Take Stock in Children and Laces of Love.

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

Title I Parts A, C, D, and School Improvements (1003a and 1003g) Title II, Part A 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 meet 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 , Tutors and Resource Teachers.

Title I Migrant and school collaboration occurs with local dentists to provide dental cleanings and services at no cost to migrant students in need.

Coordination occurs with Homeless Liaison staff and Title I staff in identifying eligible students and families that can be served as homeless.

Title I Basic and Curriculum and Instruction coordinators collaborate in providing workshops and trainings to build the capacity of parents and foster strong connection and engagement between home and school

Supplemental Staff Development:

Title I Basic, Title I SIG 1003a and 1003g, 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 Categorical to fund Reading Coaches at all 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 Requirements.

Yearly visits to the school site from District leaders making Instructional Rounds to evaluate strengths and areas of curricular needs enable the district to analyze and provide support. A site-based Title 1 funded resource teacher, reading coach, math coach and science coach provide curriculum and instructional support through the coaching cycle for teachers based on the academic needs of the school,

Weekly curriculum meetings are held by department chairs to discuss evidence-based instructional strategies based on student data.

In response to individual student need, the Response to Intervention process begins with monthly data chats by grade level team members. Documentation of student concerns, behavioral and academic, are noted on the Student Concern Form created by the Leadership Team. The Instructional Support Specialist analyzes Tier 1 strategies used by the classroom teacher and provides support and training if needed. The team of teachers decide on actions and interventions to be taken in order to support the students needs. If the targeted intervention shows no improvement through data points, then the team reconvenes to discuss intensive tier 3 options. Goals are established through a PMP and data is collected for approximately 6 weeks or more if needed. Datas is logged in Data Warehouse in order to analyze the progress of the interventions. Team reconvenes to review multi-tier data points and collectively makes a decision on additional interventions, behavior plan, evaluation or adjustment to current educational program.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Antoine Bernard	Education Support Employee
Cpl Clyde Wall	Business/Community
Dan Sullivan	Business/Community
Pamela Vickaryous	Principal
Diego Gomez	Parent
Lucia Gomez	Parent
Anissa DiRienzo	Parent
Andres DiRienzo	Parent
Elizabeth Garcia	Teacher
Margarita Reyes	Education Support Employee
Medelson Garraux	Parent
Selena Gomez	Student
Cassandra Perez	Education Support Employee

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 majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. The MMS School Advisory Council will monitor the School Improvement Plan and make recommendations to enhance student achievement and to have the opportunity to review and provide input into the Parent Involvement Plan and School Improvement Plan. The SAC also reviews and has the opportunity to provide input the Title 1 Use of Funds and Parent/Student/Teacher Compact.

Development of this school improvement plan

During our monthly meetings, the SAC committee will discuss school-wide activities, proposed ideas on how to increase the amount of parent involvement in the school, and establish/foster community partnerships. We will conduct surveys with all stakeholders and adapt process based on data. We will plan activities based on the results of the data.

Preparation of the school's annual budget and plan

The school uses the annual budget to provide teacher and student resources and supplies. Money is used for the upkeep and maintenance of the facility. In addition, money is budgeted to provide and promote a structured, safe and secure environment.

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

The MMS SCHIMPR fund has \$4,405 that will be used for additional technology geared towards supporting classroom instruction.

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
Vickaryous, Pamela	Principal
Merhar, Rebecca	Assistant Principal
Summa, Morgan	Instructional Coach
Alvarez, Vanessa	Instructional Media
Schafer, Jocelyn	Other

Duties

Describe how the LLT promotes literacy within the school

In addition to the LLT, the academic coaches (reading, math and science) along with the one resource teacher, build capacity through the coaching cycle which provides targeted individual professional development. Ther llt builds school-wide reading initiative incentives including Reading Counts and Sunshine State Young Reader rewards. Planning promotional events to kick-off Reading Is Fundamental (RIF) distributions three times throughout the year. Establishing guidelines, strategies and use of new electronic books in the media center. Planning workshops for Differentiated Reading strategies in the content area. Promoting summer reading throughout the grade levels. Creating grade level content area writing and use of rubrics to promote literacy in the content area.

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

The school has designed the master schedule to allow for common planning across grade level subject areas as a vehicle to promote collaborative and interdisciplinary planning . All grade level subject areas meet each week and record common planning meetings which are turned into the Assistant Principal of Curriculum. Time is carved out every Tuesday morning for grade level Professional Learning Communities as well as committee meetings that support the various events that occur through the year. ESE co-teachers are assigned to specific grade levels and create co-plans with their co-teacher. All teachers are part of the MTSS team that collaborate to identify areas of concern for intervention.

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

1. Comprehensive Site-Based Mentoring Program: Pamela Vickaryous (Principal), Rebecca Merhar (Assistant Principal of Curriculum & Instruction), and Steven Brown (Assistant Principal of Attendance & Discipline).
2. New Teacher Induction Program: District Staff Development

3. Monthly Site-Based Seminars: Pamela Vickaryous (Principal), Rebecca Merhar (Assistant Principal of Curriculum & Instruction)

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

Planned Mentoring Activities

1. Weekly Meetings
2. Joint Attendance at Monthly Seminars
3. District Support for both Mentor and Mentee

Pairings and Rationale (Mentor/Mentee)

1. Mentor: Morgan Summa/ Experienced Coach; Mentee: Sara David/ New Teacher to CCPS
2. Mentor: Morgan Summa/Experienced Coach; Mentee: Michael Stout/ New Teacher to CCPS
3. Mentor: Jenny Maloney/Experienced Coach; Mentee: Sarah Jordan/New Teacher to CCPS
4. Mentor: Brandon Carter/Experienced Content Area Teacher; Mentee: George Shannon/Experienced Teacher, new to CCPS.
5. Mentor: Brandon Carter/Experienced Content Area Teacher; Mentee: Nico Agostinelli/New Teacher to CCPS.
6. Mentor: Rachel Carter/Experienced Content Area Teacher;Mentee: Chris Seaberg/Experienced Teacher;New to CCPS.
7. Mentor: Jill Baldwin/Experienced Language Arts Teacher; Mentee: Elizabeth Garcia/New Teacher to CCPS.
8. Mentor: Sherrie Siers/ Experienced Teacher; Mentee: Tara O'Donoghue/Experienced Teacher/New to CCPS
9. Mentor: Sherrie Siers/Experienced Teacher; Mentee: Madison Squeglia/New Teacher to CCPS.
10. Mentor: Brian David/ Experienced Language Arts Teacher; Mentee: Nicholas Diemert/ New Teacher to CCPS
- 11.Mentor: Brian David/Experienced Language Arts Teacher; Mentee: Nicholas Huntley/New Teacher to CCPS
12. Mentor: Lynn Shearer/Experienced Content Area Teacher; Mentee: Tara Powers/Experienced Teacher, New Teacher to CCPS.
13. Mentor: Nicole Di Filippo/Guidance Counselor; Mentee: Scott Dellatore/Experienced Guidance Counselor, New to CCPS.

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

Every teacher uses the district curriculum pacing guide to drive lesson plans. These guides are based on subject area Florida Standards. Monitoring of teachers' lesson plans by administrators occur weekly. The administration monitors implementation of lesson plans through monthly classroom observations. The school uses state-approved, district-adopted textbooks and supplemental material as resources.

To promote new writing standards across the curriculum the school has created a comprehensive writing plan including professional development for all teachers on the new writing rubrics. In addition to Language Arts writing prompts, Social Studies and Science writing prompts have been created and a timeline has been set for subject area writing prompts to be incorporated in these classes and scored by content area teachers, based on the new rubrics.

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

Each week every student participates in "Cane Time" data chats with their teachers analyzing grades, attendance and behavior to improve achievement. Teachers use baseline and quarterly benchmark testing data along with formative classroom assessments to create differentiated lessons. Formative data is used to analyze the needs of students with disabilities and ELL students in order to make accommodations which are documented on daily lesson plans. Small group instruction and grouping is used to target specific skills in order to support proficiency and advanced levels of academic achievement. The faculty was trained in Kagan structures and uses them to modify and supplement instruction to meet academic needs.

ESE co-teachers deliver a tiered support to students with disabilities in the classroom and through Cane Time. Individual students with disabilities are monitored every day to increase academic performance through scaffolding of instruction, re-teaching and

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

Strategy: Extended School Day

Minutes added to school year: 7,200

The Hurricane Academy after-school program provides tutoring, enrichment and intervention opportunities Monday through Thursday of each week. Snacks and after-school transportation is provided. Average daily attendance is 150 students.

Strategy Rationale

All Hurricane Academy teachers are Manatee Middle School teachers. This extended day program allows our students to benefit from extra-curriculum activities that enhance their learning and provides them additional educational support.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Vickaryous, Pamela, vickap@collierschools.com

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

Pre and post tests are given as a portion of this program.

Strategy: Weekend Program

Minutes added to school year: 1,440

The Hurricane ACE (Achievement, Citizenship and Enrichment) program offers remediation and extensions in reading, math, writing and science. Students receive dedicated time in content areas based on formative assessments and MTSS data. Writing will be consistently woven into the ACE program to support the shift in the FSA writing as well as STEM activities for the purpose of engaging our students.

Strategy Rationale

The program is based on academic standards identified as needing improvement and extension as a result of formative data analysis. Writing is a need across the board and is the central focus for the program.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Merhar, Rebecca, merharre@collierschools.com

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

Monitoring of benchmarks and state assessments.

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

As part of the elementary to middle school transition each year in May, the 5th graders from feeder schools visit the campus and are introduced to the sixth grade team of teachers as well as given a tour of the school. A parent evening is held with a focus on the course selection process, PBS/behavioral expectations, and general procedures. The Friday before school starts in August, all sixth graders are invited to the school to receive a copy of their schedule and meet their teachers as well as listen to the school band, buy PE uniforms and spirit wear. In turn, the current 8th graders visit the feeder high school to learn about the school rules, procedures and expectations as well as course selection.

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

All HIGH SCHOOL LEVEL Career Technology Education courses have a program of study posted on the district website to meet this goal. Teachers review the program of study in district wide professional development annually. Programs of Study are revised annually to reflect the current employment outlook for all programs. Courses offered at MMS: Computing for College and Careers. In addition, 8th grade United States History includes a career exploratory component as part of the content area standards. Participation in the CCPS sponsored middle school initiative partnership with Junior Achievement (JA) of Southwest Florida brings 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. Gifted Curriculum Specialists hold transition meetings with individual 8th grade gifted students and their parents to inform them of the many Advanced Studies opportunities available in the district.

STEM competitions and activities encourage students to see connections between academics and real world activities.

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

ALL CTE Frameworks are designed to achieve this goal. Courses offered at MMS: Computing for College and Careers. Certifications that are offered include the three components of Microsoft Office Specialist

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

MMS also offers Algebra 1 to students who have received a level 3 or higher on their FCAT to help prepare students for rigorous high school course work.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If lesson plans and instruction feature specific reading strategies then reading proficiency and gain scores will increase as literacy skills are the basis for comprehending content.
- G2.** If teachers analyze and interpret ongoing assessment data to plan for instruction, intervention and enrichment then student reading gains in the lowest 25% will increase.
- G3.** 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 Florida Standards then student reading gains will increase for all students.

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 lesson plans and instruction feature specific reading strategies then reading proficiency and gain scores will increase as literacy skills are the basis for comprehending content. 1a

G040460

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	69.0

Resources Available to Support the Goal 2

- District curriculum maps; district curriculum specialists; school-based content area points of contact; reading coach; science coach; math coach; resource teacher; tutors; intervention support specialist (InSS); Instructional technology.

Targeted Barriers to Achieving the Goal 3

- Teachers need training in aligning literacy strategies to text.

Plan to Monitor Progress Toward G1. 8

Improved student performance

Person Responsible

Rebecca Merhar

Schedule

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

Evidence of Completion

Learning gains as evidenced by quarter 2 benchmark data, FAIR-FS data,

G2. If teachers analyze and interpret ongoing assessment data to plan for instruction, intervention and enrichment then student reading gains in the lowest 25% will increase. 1a

G040461

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	63.0

Resources Available to Support the Goal 2

- Benchmark data; district curriculum specialists; school-based content area points of contact; reading coach; science coach; math coach; resource teacher; tutors; intervention support specialist (InSS); instructional technology

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.
- Teachers have not been trained in/do not use teaching models that feature interactive learning and differentiated instruction.

Plan to Monitor Progress Toward G2. 8

Improved student performance

Person Responsible

Pamela Vickaryous

Schedule

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

Evidence of Completion

Learning gains as evidenced by quarter 2 benchmark data and FAIR data

G3. 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 Florida Standards then student reading gains will increase for all students. 1a

G040462

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	59.0

Resources Available to Support the Goal 2

- Ongoing support from reading coach, science coach, math coach, resource teacher and tutors. Curriculum maps, professional development, and opportunities to collaborate at department meetings/common planning, and instructional technology.

Targeted Barriers to Achieving the Goal 3

- Assessments typically require only recall of information rather than integrating knowledge.

Plan to Monitor Progress Toward G3. 8

Improved student performance

Person Responsible

Pamela Vickaryous

Schedule

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

Evidence of Completion

Learning gains on formative assessments, FAIR, quarter 2 benchmarks.

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 lesson plans and instruction feature specific reading strategies then reading proficiency and gain scores will increase as literacy skills are the basis for comprehending content. **1**

 G040460

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

 B097851

G1.B1.S1 Teachers will use a variety of strategies to have students record or represent their learning, e.g., LAFS/MAFS: Higher-Order thinking questions, summarizing, paraphrasing, entrance and exit cards, academic notebooks (with focused feedback), "process writing across content areas" **4**

 S109184

Strategy Rationale

Recording and representing knowledge through various mediums allows students to generate ideas about the concepts they are learning and make connections to previously learned knowledge.

Action Step 1 **5**

Provide staff development in literacy strategies and lesson plan development through targeted PD

Person Responsible

Morgan Summa

Schedule

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

Evidence of Completion

Lesson Plans, CTEM observations

Action Step 2 5

Classroom Observational Rounds with teachers

Person Responsible

Rebecca Merhar

Schedule

Quarterly, from 10/7/2014 to 6/5/2015

Evidence of Completion

Newly learned strategies are embedded in teacher lesson plans

Action Step 3 5

Professional Development in Marzano's 7 Essential Elements

Person Responsible

Rebecca Merhar

Schedule

On 9/25/2014

Evidence of Completion

Analysis of 8 essential elements from the Marzano placemat

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

Pamela Vickaryous

Schedule

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

Evidence of Completion

Monthly lesson plan reviews; CTEM observations; district pre-assessment, Quarter 2 benchmark assessment.

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

Morgan Summa

Schedule

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

Evidence of Completion

Student work samples; montly writing focus through content-area formative assessments;
Monthly CTEM observations

G2. If teachers analyze and interpret ongoing assessment data to plan for instruction, intervention and enrichment then student reading gains in the lowest 25% will increase. 1

 G040461

G2.B1 Teachers have not been trained to/do not create plans based on analysis and interpretation of ongoing assessment data. 2

 B097852

G2.B1.S1 Professional Learning Communities (PLC) will function as data teams for the purpose of analyzing and interpreting data to plan instruction, Tier 1 interventions and enrichment. 4

 S109185

Strategy Rationale

Teachers will use student data to drive instruction and identify areas of strength and weakness among classes and individuals in order to meet students needs.

Action Step 1 5

Provide staff development in analyzing and interpreting ongoing assessment data

Person Responsible

Rebecca Merhar

Schedule

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

Evidence of Completion

Team meeting agendas, common planning sheets and Data Warehouse activity sheets

Action Step 2 5

Data chats with instructional coaches after pre-assessment, FAIR and quarter 2 benchmark

Person Responsible

Morgan Summa

Schedule

Quarterly, from 10/7/2014 to 6/5/2015

Evidence of Completion

Teacher lesson plans and instructional strategies are based on classroom/student data

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

Monitor lesson plans, common planning sheets and Data Warehouse activities for analysis of student data and ensure differentiation based on these results.

Person Responsible

Rebecca Merhar

Schedule

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

Evidence of Completion

Common planning, observations, CTEM artifacts, pre-assessments, Quarter 2 benchmarks, Achieve 3000 usage reports, gifted lesson plans checklist.

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

Monitor lesson plans, common planning sheets and Data Warehouse activities for analysis of student data and ensure differentiation based on these results.

Person Responsible

Pamela Vickaryous

Schedule

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

Evidence of Completion

Common planning minutes, observations, CTEM artifacts, pre-assessments and quarter 2 benchmarks, weekly lesson plans, Achieve 3000 usage reports

G2.B2 Teachers have not been trained in/do not use teaching models that feature interactive learning and differentiated instruction. **2**

 B097853

G2.B2.S1 Lesson plans and classroom instruction will routinely feature differentiated content, process, product or learning environment based upon the specific needs of the individual students within the class. **4**

 S109186

Strategy Rationale

Embedding various types of differentiated instruction throughout the process of learning will allow students to show growth in their learning as well as meet individual student needs.

Action Step 1 **5**

Provide staff development in differentiating instruction through analysis of assessment data

Person Responsible

Morgan Summa

Schedule

On 6/5/2015

Evidence of Completion

Lesson plans; CTEM observations

Action Step 2 **5**

Providing professional development on the new standards

Person Responsible

Rebecca Merhar

Schedule

On 6/5/2015

Evidence of Completion

Differentiated instruction embedded in weekly lesson plans

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Evaluate, lesson plans, student work and instruction in regards to processing and elaborating on new information using different instructional models.

Person Responsible

Pamela Vickaryous

Schedule

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

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Evaluate, lesson plans, student work and instruction in regards to processing and elaborating on new information using different instructional models.

Person Responsible

Rebecca Merhar

Schedule

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

Evidence of Completion

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

G3. 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 Florida Standards then student reading gains will increase for all students. 1

G040462

G3.B1 Assessments typically require only recall of information rather than integrating knowledge. 2

B097854

G3.B1.S1 Teachers will provide a clearly stated learning goal (LG) accompanied by an scale of understanding. The LG explicitly states what the student should know and be able to do. The scale of understanding explicitly describes levels of acquisition of the LG. 4

S109187

Strategy Rationale

For the teacher to monitor student understanding of the FL standards, learning goals need to be established as a benchmark to student learning. A specific scale of understanding to measure students' progress to the learning goal enables the teacher to monitor understanding and adjust teaching accordingly.

Action Step 1 5

Teachers will use the district selected 7 essential goals outlined of Marzano Learning Strategies and along with the use of Learning Goals and Scales in weekly lesson plans.

Person Responsible

Rebecca Merhar

Schedule

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

Evidence of Completion

CTEM observations; weekly lesson plans; pre- assessments and Quarter 2 benchmarks

Action Step 2 5

Teachers will embed Kagan Structures in weekly lesson plans

Person Responsible

Pamela Vickaryous

Schedule

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

Evidence of Completion

Sign- In Sheets for August 12, January 5, September 27

Action Step 3 5

Use CPALMS website as a resource for rigorous activities

Person Responsible

Rebecca Merhar

Schedule

Weekly, from 10/16/2014 to 6/5/2015

Evidence of Completion

Weekly lesson plans, CTEM observations

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

Monitoring of lesson plans and teacher generated assessments

Person Responsible

Pamela Vickaryous

Schedule

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

Evidence of Completion

Lesson plans and teacher generated assessments

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

Analyze and evaluate formative and summative assessments and student created work through common planning.

Person Responsible

Schedule

Evidence of Completion

Weekly common planning sheets; 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.

Collier - 0422 - Manatee Middle School - 2014-15 SIP
Manatee Middle School

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	Provide staff development in literacy strategies and lesson plan development through targeted PD	Summa, Morgan	8/18/2014	Lesson Plans, CTEM observations	6/5/2015 monthly
G2.B1.S1.A1	Provide staff development in analyzing and interpreting ongoing assessment data	Merhar, Rebecca	8/18/2014	Team meeting agendas, common planning sheets and Data Warehouse activity sheets	6/5/2015 quarterly
G2.B2.S1.A1	Provide staff development in differentiating instruction through analysis of assessment data	Summa, Morgan	8/18/2014	Lesson plans; CTEM observations	6/5/2015 one-time
G3.B1.S1.A1	Teachers will use the district selected 7 essential goals outlined of Marzano Learning Strategies and along with the use of Learning Goals and Scales in weekly lesson plans.	Merhar, Rebecca	8/18/2014	CTEM observations; weekly lesson plans; pre- assessments and Quarter 2 benchmarks	6/5/2015 monthly
G3.B1.S1.A2	Teachers will embed Kagan Structures in weekly lesson plans	Vickaryous, Pamela	8/18/2014	Sign- In Sheets for August 12, January 5, September 27	6/5/2015 monthly
G1.B1.S1.A2	Classroom Observational Rounds with teachers	Merhar, Rebecca	10/7/2014	Newly learned strategies are embedded in teacher lesson plans	6/5/2015 quarterly
G2.B1.S1.A2	Data chats with instructional coaches after pre-assessment, FAIR and quarter 2 benchmark	Summa, Morgan	10/7/2014	Teacher lesson plans and instructional strategies are based on classroom/ student data	6/5/2015 quarterly
G2.B2.S1.A2	Providing professional development on the new standards	Merhar, Rebecca	10/16/2014	Differentiated instruction embedded in weekly lesson plans	6/5/2015 one-time
G3.B1.S1.A3	Use CPALMS website as a resource for rigorous activities	Merhar, Rebecca	10/16/2014	Weekly lesson plans, CTEM observations	6/5/2015 weekly
G1.B1.S1.A3	Professional Development in Marzano's 7 Essential Elements	Merhar, Rebecca	9/25/2014	Analysis of 8 essential elements from the Marzano placemat	9/25/2014 one-time
G1.MA1	Improved student performance	Merhar, Rebecca	8/18/2014	Learning gains as evidenced by quarter 2 benchmark data, FAIR-FS data,	6/5/2015 quarterly
G1.B1.S1.MA1	Evaluate student work and instruction in regards to processing and elaborating on new information	Summa, Morgan	8/18/2014	Student work samples; montly writing focus through content-area formative assessments; Monthly CTEM observations	6/5/2015 biweekly
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.	Vickaryous, Pamela	8/18/2014	Monthly lesson plan reviews; CTEM observations; district pre-assessment, Quarter 2 benchmark assessment.	6/5/2015 weekly
G2.MA1	Improved student performance	Vickaryous, Pamela	8/18/2014	Learning gains as evidenced by quarter 2 benchmark data and FAIR data	6/5/2015 quarterly
G2.B1.S1.MA1	Monitor lesson plans, common planning sheets and Data Warehouse activities for analysis of student data and ensure differentiation based on these results.	Vickaryous, Pamela	8/18/2014	Common planning minutes, observations, CTEM artifacts, pre-assessments and quarter 2 benchmarks, weekly lesson plans, Achieve 3000 usage reports	6/5/2015 monthly
G2.B1.S1.MA1	Monitor lesson plans, common planning sheets and Data Warehouse activities for analysis of student data and ensure differentiation based on these results.	Merhar, Rebecca	8/18/2014	Common planning, observations, CTEM artifacts, pre-assessments, Quarter 2 benchmarks, Achieve 3000 usage reports, gifted lesson plans checklist.	6/5/2015 monthly
G2.B2.S1.MA1	Evaluate, lesson plans, student work and instruction in regards to processing and elaborating on new information using different instructional models.	Merhar, Rebecca	8/18/2014	Student work products; quarterly benchmark assessments; formative assessments; CTEM observations	6/5/2015 weekly
G2.B2.S1.MA1	Evaluate, lesson plans, student work and instruction in regards to processing and elaborating on new information using different instructional models.	Vickaryous, Pamela	8/18/2014	Student work products; quarterly benchmark assessments; formative assessments; CTEM observations	6/5/2015 weekly
G3.MA1	Improved student performance	Vickaryous, Pamela	8/18/2014	Learning gains on formative assessments, FAIR, quarter 2 benchmarks.	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	Analyze and evaluate formative and summative assessments and student created work through common planning.		Weekly common planning sheets; student performance data and artifacts	once	
G3.B1.S1.MA1	Monitoring of lesson plans and teacher generated assessments	Vickaryous, Pamela	8/18/2014	Lesson plans and teacher generated assessments	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If lesson plans and instruction feature specific reading strategies then reading proficiency and gain scores will increase as literacy skills are the basis for comprehending content.

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

G1.B1.S1 Teachers will use a variety of strategies to have students record or represent their learning, e.g., LAFS/MAFS: Higher-Order thinking questions, summarizing, paraphrasing, entrance and exit cards, academic notebooks (with focused feedback), "process writing across content areas"

PD Opportunity 1

Provide staff development in literacy strategies and lesson plan development through targeted PD

Facilitator

Academic Coaches and Instructional Leaders

Participants

Instructional Staff

Schedule

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

PD Opportunity 2

Classroom Observational Rounds with teachers

Facilitator

Academic Coaches and Instructional Leaders

Participants

Classroom teachers

Schedule

Quarterly, from 10/7/2014 to 6/5/2015

PD Opportunity 3

Professional Development in Marzano's 7 Essential Elements

Facilitator

Rebecca Merhar, APC

Participants

Whole Faculty

Schedule

On 9/25/2014

G2. If teachers analyze and interpret ongoing assessment data to plan for instruction, intervention and enrichment then student reading gains in the lowest 25% will increase.

G2.B1 Teachers have not been trained to/do not create plans based on analysis and interpretation of ongoing assessment data.

G2.B1.S1 Professional Learning Communities (PLC) will function as data teams for the purpose of analyzing and interpreting data to plan instruction, Tier 1 interventions and enrichment.

PD Opportunity 1

Provide staff development in analyzing and interpreting ongoing assessment data

Facilitator

Academic Coaches and Instructional Leaders

Participants

Instructional Staff

Schedule

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

G3. 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 Florida Standards then student reading gains will increase for all students.

G3.B1 Assessments typically require only recall of information rather than integrating knowledge.

G3.B1.S1 Teachers will provide a clearly stated learning goal (LG) accompanied by an scale of understanding. The LG explicitly states what the student should know and be able to do. The scale of understanding explicitly describes levels of acquisition of the LG.

PD Opportunity 1

Teachers will use the district selected 7 essential goals outlined of Marzano Learning Strategies and along with the use of Learning Goals and Scales in weekly lesson plans.

Facilitator

Academic Coaches and Instructional Leaders

Participants

Instructional Staff

Schedule

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

PD Opportunity 2

Teachers will embed Kagan Structures in weekly lesson plans

Facilitator

Kagan Instructors, Academic Coaches, Instructional Leaders

Participants

Instructional Staff

Schedule

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

Technical Assistance Items

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

G2. If teachers analyze and interpret ongoing assessment data to plan for instruction, intervention and enrichment then student reading gains in the lowest 25% will increase.

G2.B2 Teachers have not been trained in/do not use teaching models that feature interactive learning and differentiated instruction.

G2.B2.S1 Lesson plans and classroom instruction will routinely feature differentiated content, process, product or learning environment based upon the specific needs of the individual students within the class.

PD Opportunity 1

Provide staff development in differentiating instruction through analysis of assessment data

Facilitator

Academic Coaches, Instructional Leaders and Achieve 3000 Instructors

Participants

All Instructional Staff

Schedule

On 6/5/2015

PD Opportunity 2

Providing professional development on the new standards

Facilitator

Michael Green, Regional Coordinator at CPALMS

Participants

Whole Faculty

Schedule

On 6/5/2015

Budget Rollup

Summary

Description	Total
Goal 1: If lesson plans and instruction feature specific reading strategies then reading proficiency and gain scores will increase as literacy skills are the basis for comprehending content.	217,208
Goal 2: If teachers analyze and interpret ongoing assessment data to plan for instruction, intervention and enrichment then student reading gains in the lowest 25% will increase.	8,000
Goal 3: 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 Florida Standards then student reading gains will increase for all students.	25,263
Grand Total	250,471

Goal 1: If lesson plans and instruction feature specific reading strategies then reading proficiency and gain scores will increase as literacy skills are the basis for comprehending content.

Description	Source	Total
B1.S1.A1 - Morgan Summa, Reading Coach	Title I Part A	51,890
B1.S1.A1 - CAR-PD Training	Title I Part A	10,500
B1.S1.A2 - Additional Academic Coaches and Resource Teacher: Denise Henderson, Math Coach Jenny Maloney, Science Coach Sherrie Siers, Resource Teacher	Title I Part A	154,818
Total Goal 1		217,208

Goal 2: If teachers analyze and interpret ongoing assessment data to plan for instruction, intervention and enrichment then student reading gains in the lowest 25% will increase.

Description	Source	Total
B1.S1.A1 - Staff Development Training to incorporate FSA and best practice instructional delivery methodologies for Reading, Mathematics, and Science.	Title I Part A	4,000
B2.S1.A2 - Staff Development Training	Title I Part A	4,000
Total Goal 2		8,000

Goal 3: 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 Florida Standards then student reading gains will increase for all students.

Description	Source	Total
B1.S1.A1 - iPads for 8th grade mathematics classes	School Improvement Funds	4,000
B1.S1.A1 - Teach Me in My World iPad Training	Title I Part A	3,280
B1.S1.A2 - Kagan Structures Training for 12 teachers at Veteran's Memorial Elementary on September 27, 2014.	Title I Part A	5,483
B1.S1.A2 - Kagan Structures Training for whole faculty (55 teachers) at Manatee Middle School in August and January.	Title I Part A	7,500

Goal 3: 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 Florida Standards then student reading gains will increase for all students.

Description	Source	Total
B1.S1.A2 - Kagan Materials	Title I Part A	5,000
Total Goal 3		25,263