



## East Naples Middle School

4100 ESTEY AVE, Naples, FL 34104

[ no web address on file ]

### School Demographics

**School Type**

Middle

**Title I**

Yes

**Free/Reduced Price Lunch**

76%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

69%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	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	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

A child's education is a responsibility shared by the school and family. The mission of ENMS is to create a better school through community and parent involvement.

##### Provide the school's vision statement

East Naples Middle School is dedicated to inspiring students. We seek to guide students in the process of becoming engaged learners who are self-motivated, inquisitive, prepared, respectful, and resilient. We are able to achieve this by creating a safe, positive learning environment with high expectations for all students while realizing both success and failure is part of the process. Learning is facilitated by educators who are role models dedicated to creating well-planned real world learning opportunities in which student effort and engagement is recognized and praised. To allow us to reach every student, we realize the need of parents to be actively involved by monitoring student progress and recognizing the importance of their role as a parent.

#### School Environment

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

Every Wednesday during Gator Time ( a designated time to work on acceleration/remediation of skills) teachers hold Data Chats with their students. Students and teachers discuss possible goals and strategies that the students can use to meet these goals. Teachers maintain student relationships by becoming aware of the student's activities that are sometimes after school hours: band concerts, sports events, and other team/individual events. Teachers also make phone calls and write emails or notes to promote positive relationships with their students. These interactions/celebrations bridge the gap between school and home. Parents are always welcome to take part in SAC, PTA, and volunteer to make the connections stronger and more positive for the benefit of our students. Beginning this fall and three more times this school year, teachers and students will share discussions about becoming positive participants in society; as well as ways students can face some of the dilemmas they face through planned lessons that reflect the district character traits. In addition, teachers and students will address cultural awareness with a celebration of differences in a yearly cultural festival.

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

School-wide rules, procedures, and expectations are reviewed daily on the morning news program. Students and staff can easily quote the expectations. 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 Gator Bucks. To maintain safety on campus, we have a Youth Relations Deputy that is visible and assists with arrival and dismissal. He also teaches the Junior Deputy and DARE program. He also presents a yearly presentation on bullying. Our School Counselor and Leadership team work with students to set personal goals both academic and behavior, track the progress, and then celebrate progress. Our building has gone to a single post of entry for all visitors. Additional fencing has been added to support the single point of entry.

**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 East Naples Middle School we utilize the Positive Behavior Support System to establish clear behavior expectations for the students which are reviewed daily and enforced by all faculty and staff members. All teachers are trained at the start of the school year on protocols for the PBS system. Teachers also take part in teaching periodic remedial behavioral expectation lessons. Students can earn positive reinforcement as a whole class and as individuals. Teachers recognize students' positive behavior through awarding them "Gator-Bucks" for cooperatively working with others, raising their hand, showing respect, etc. If disciplinary action is required, teachers input Infractions and Referrals into a Student Pass system to document negative behaviors and/or bring students to the attention of the Administrators. Student Pass is also used to award Positive Referrals for exceptional behavior. Students who receive a Positive Referral receive an individual reward, and they are recognized in front of their peers, and their parents. The School PBS committee, made up of representation of all staff, meets monthly with input from students, non-instructional staff, instructional staff and administration. Finally, PBS expectations are displayed throughout the school setting.

**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**

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, 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.

**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. In addition, the MTSS team meets weekly to 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 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	25	20	29	74
One or more suspensions	48	86	61	195
Course failure in ELA or Math	9	2	10	21
Level 1 on statewide assessment	128	136	155	419
	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	83	91	133	307

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

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 in our GATOR time (intervention period), 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. Weekly MTSS meetings, focuses on strategies to assist students of concern.

**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/183393>.

**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**

Our school is a neighborhood school so ENM is very fortunate to have many community partners. One of these partners is Laces of Love, which donates shoes for our students in need. Another group provides school uniforms as needed. This year ENM is holding monthly parent informational sessions which are

supported partially by the community through door prizes and more. We are very fortunate to have companies such as Home Depot, Publix, and many more who graciously support these parent nights and other events; thus supporting the education of their community and future workforce. ENM works closely with the community foundation which supports education in many ways including teacher classroom grants. This is an amazing organization that is actively involved in education in Collier County and ENM has been fortunate to have been awarded several of these classroom grants. In addition, ENM is pleased to have a number of winter residents and community members who volunteer at our school. These volunteers help as mentors, media assistants, health screening support and PTO event personnel just to name a few of the ways that they are supportive of ENM staff and students.

**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
Burkett, Darren	Principal
Gordon, Michelle	Assistant Principal
Bryant, Stanley	Assistant Principal
Costello, Lanajean	Instructional Coach
Dozer, Alan	Instructional Coach
Smith, Nancy	Instructional Coach
Edwards, Susan	Guidance Counselor

**Duties**

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

The school based leadership Team meets weekly (Principal, APC, AP, Intervention Support Specialist, Reading Coach, Math Intervention Specialist and Lead School Counselor). The meeting focuses on the areas of concern identified by student data and other informal data. The grade level data teams meet monthly with an assigned administrator and coach to discuss student progress and best instructional practices. The instructional coaches and the Instructional Support Specialist (INSS) meet biweekly to discuss student data and assist in forming instructional hypothesis within the problem solving process as to effective instructional practices that will meet student needs. All meeting notes are entered into the local data warehouse. The MTSS Team (INSS, APC, AP, Reading Coach, Math Intervention Specialist, Lead School Counselor, Building Technology Coordinator) meet weekly to focus on strategies to assist students of concern. All PLCs teams interface with each other to incorporate the whole child. Classroom teachers implement effective instructional strategies based on data and with guidance from academic coaches. School counselors are included in the grade level data teams to insure social/emotional issues as well of scheduling issues are addressed to encourage student success. The school based leadership team provides leadership and monitors the data teams through active participation in the problem solving process. This includes follow up through the monitoring of student data. In addition, the coaches will model, mentor and co-teach to insure that the instructional staff is maintaining fidelity with the strategy implementation.

**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**

ENMS utilizes the problem solving model to support all students. The school-based leadership team oversees the implementation of MTSS. The committee meets weekly to review a variety of data points to monitor student progress, effectiveness of core instruction, and MTSS. Specifically, the team reviews student academic and behavioral data related to core and tiered instruction. The team also reviews MTSS implementation fidelity data, teacher beliefs, professional learning needs, etc. As data is reviewed, implementation strategies are adjusted and monitored at future meetings.

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.

Coordination occurs with Homeless Liaison 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
Burkett, Darren	Principal
Angelo, Nicole	Parent
Avila, Ana Alejandra	Parent
Cisneros, Yadira	Parent
Cortese, Ronise	Parent
Cotto, Gloria	Business/Community
Diaz, Silvia	Parent
Hernandez, Chelsea	Business/Community
Lordeus, Adlet	Parent
McKinley, Sheri	Parent
Murphy, Denise	Parent
Palmer, Alan	Education Support Employee
Smith, Nancy	Teacher
Teran, Sonia	Business/Community

**Duties**

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

*Evaluation of last year's school improvement plan*

East Naples Middle School continues to meet the needs of our diverse learning community while maintaining a high level of student achievement. FY 14 results indicated significant growth in the areas of Reading (6%), Math (4%), Science (15%), Writing (15%), and our Lowest 25% in Reading (11%). Of particular recognition should be the FCAT Science scores which were highest in school history. Of particular note is that ENMS had its largest enrollment in Algebra 1 in school history (162 students). That achievement is even greater when the 100% success rate on the Algebra 1 End of Course exam is taken into consideration. This data supports the belief that our FY 14 SIP was correctly planned and executed throughout the school year.

*Development of this school improvement plan*

The East Naples Middle School SAC provided guidance on the School Improvement Plan by reviewing prior year's data and the 5 year trends at East Naples Middle School. The SAC reviewed a variety of instructional strategies and worked collaboratively with the school's administration and staff to refine the SIP. The SAC was informed of barriers and provided input on ways to problem solve in order to reach expected improvements.

*Preparation of the school's annual budget and plan*

The annual school budget originates as a collaborative effort between school and district leadership. The budget draft is then shared with building administration team, the leadership committee, and the SAC committee for further refinement and approval. The building principal is the facilitator of this process and continues to refine the budget as it works its way through the various committees.

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

At the end of FY 14 the state allocated funds for SAC use. At the May 2014 meeting of the ENMS SAC, \$7600 was allocated for use during the FY 15 school year. The use of the funds was enrichment and extension opportunities for students through either the After School program and a planned Saturday program.

**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
Costello, Lanajean	Instructional Coach
Gordon, Michelle	Assistant Principal
Cashion, Stephanie	Teacher, K-12
Miller, Kelly	Teacher, K-12
Rios, Tiffany	Teacher, K-12
Roselli, Robert	Teacher, K-12
Swords, Eileen	Teacher, K-12
Wagner, Cyrilla	Teacher, K-12

#### Duties

**Describe how the LLT promotes literacy within the school**

The Literacy Leadership Team's major initiatives for 2014 – 2015 include the following:

- Use of informational text across all content to teach reading and writing skills and strategies in alignment with CCSS
- Collaborative Comprehension Strategies across all subjects implemented
- Journaling/notebooking used across subject areas
- Adoption of systemic vocabulary program
- Provide teacher professional development on the use of evidence based responses
- Short and extended responses at least once each week in all classes – feedback provided
- Focus on Webb's Depth of Knowledge to support rigor
- Increase Reading Counts participation through revision of Gator Time student reading
- Expand teacher capacity for writing instruction through use of Write Score, provide writing professional development for all Social Studies teachers (PARCC-like writing PD)
- Check for capitalization, punctuation, and complete sentences in all student writing across all subjects

#### 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 PLC. Common Gradelevel PLC Teams are allocated a common planning time daily. Academic coaches and leadership team members work with teams to discuss instructional strategies and best classroom practices and problem solve areas of concern for students. Our MTSS Team works collaboratively with all staff to assist with students of concern.

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

The building principal works with the school leadership team and district Human Resources personnel to recruit and retain highly qualified, certified-in-field, effective teachers to the school. The hiring process is in accordance with district protocol. ENMS is a Title 1 school and therefore only hires certified-in-field instructional faculty. In addition to using the Collier Teacher Evaluation Model (CTEM) to help faculty improve instructional practice, ENMS also has an extensive PLC system to support all teachers. Teachers engage in multiple PLCs on a monthly basis both before school and during common planning time. These PLCs provide all teachers job-embedded learning opportunities based on the concept of collective inquiry to improve student performance.

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

The mentor and the mentee are meeting a minimum of monthly and are volunteering to meet more frequently. The mentor will be given the opportunity to observe the mentee and vice versa. Conversations will involve discussions of: school procedures, lesson design, instruction delivery, assessment, differentiation of instruction, and other issues as needed. In addition to these mentoring activities, ENMS also has a monthly PLC "New Gators" which serves to support not only new teachers but also teachers new to the building. The two beginning teachers have a mentor assigned to meet their unique learning needs. One pairing is focused on instructional practice with a mentor with extensive differentiated instruction training, while the other pairing is focused on operational knowledge with a mentor with extensive professional experience within the school. We found this idea to be very valuable and allow for teachers to feel successful.

## **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 school's curriculum and assessment programs include:

- A clear understanding of standards/expectations
- The use of data analysis
- Assessments that are highly aligned
- Use of formative and summative data
- A comprehensive scope and sequence (curriculum map)
- An understanding of available resources that align and support
- Support for professional development and implementation
- Ongoing reflection and revision
- An expectation that data analysis is used to inform instruction
- Lesson plans include differentiation and student specific accommodations for the needs of all learners
- ESE staff members assist students on Tier 2/3 interventions as needed

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

**Strategy:** Extended School Day

**Minutes added to school year:** 8,400

ENMS offers students a 14-week (4 days of 75 minute sessions) after school enrichment program in both the fall and spring semester. The after school program offers a range of activities including but not limited to the following: book club, Algebra 1 help, homework club, debate, science discovery, and a fitness club. These programs are being offered in the fall session. The spring session will be a new program launch which will focus on providing authentic learning experiences.

***Strategy Rationale***

As a Title 1 school many of our students are in need of additional enrichment and extension opportunities. Through the after school program, we are able to offer a wide range of opportunities which would be otherwise unavailable to students. In addition, this program provides direct support for core instruction for students in need of it.

***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***

Gordon, Michelle, gordonmi@collierschools.com

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

Student participation data has been the primary means of data collection. As the program moves forward ENMS will be incorporating student program surveys to help focus the program to meet the needs and interests of students. In addition, specific students will be targeted for program enrollment to both engage those students and support their development.

**Strategy: Weekend Program**

**Minutes added to school year: 1,080**

East Naples Middle School offers all students with an extended school week program (ENGAGE) in preparation for either FSA or the Algebra 1 EOC. These extension opportunities provide students with an academic focus on a wide range of instructional interest including STEAM (Science, technology, engineering, arts and math). ENMS faculty provides instruction, and transportation is available to students.

**Strategy Rationale**

As a Title 1 school many of our students are in need of additional enrichment and extension opportunities. Through the after school program, we are able to offer a wide range of opportunities which would be otherwise be unavailable to students. In addition, this program provides direct support for core instruction for students in need of it.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Burkett, Darren, burked@collierschools.com

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

Student participation data has been the primary means of data collection. As the program moves forward ENMS will be conducting an analysis of FY14 program participants along with incorporating student program surveys to maximize program success.

**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 (district template)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.

On February 28th, all 8th grade students participated in a visit to their "zoned" high school. Students experienced "life as a 9th grader" in what would become their new school. In May, the Champions for Learning sent in a recent college graduate to assist student with high, college and beyond planning and discussions.

**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**

- Career planning in US History
- Role of School Counselor for placement in rigorous courses
- 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.
- STEM activities which encourage students to see real world application of academic subjects.
- Participation in the CCPS sponsored middle school initiative partnership with Junior Achievement (JA) of Southwest Florida would bring the Economics for Success curriculum to the East Naples 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***

Career Education students are offered the opportunity to earn a third party industry approved certification which is designed to demonstrate to potential employers the technical skills and abilities of the students. Students also have the opportunity to earn the Florida Ready to Work Credential which is designed to demonstrate to future employers the reading and mathematics skills of the students. The purpose of both credentials is to integrate real world skills and abilities to the instructional objectives for both career and academic courses. In addition all CE programs offer the opportunity to include both On-the-Job Training and or Executive Internships to further show the relationships between high school programs and real world skills.

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

Preparing students for rigorous academic study by offering and placing in high school courses such as Algebra 1, Spanish 1, and the aforementioned business courses. Certifications offered at ENM include Microsoft Office Specialist. Students are exposed to the Gateway to Technology PLTW program which prepare students to take more advanced engineering and technology courses in high school. CTE courses that are offered include both business education and integrated technology.

***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.** RIGOR- If teachers planned for meaningful student work that required students to engage at higher levels of complexity and demonstrate a deep understanding of the content, then student achievement levels on the state standards (LAFS, MAFS, NGSSS) would increase.
  
- G2.** DIFFERENTIATED INSTRUCTION- If teachers analyzed data from ongoing assessments to monitor student understanding and plan for meaningful instruction that differentiates for all student, then student achievement for all subgroups would increase.
  
- G3.** CONTENT AREA LITERACY AND LEARNING (CALL)- If lesson plans and instruction feature specific literacy strategies, based on the understanding that literacy skills are the foundation for comprehending content, then CALL 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. RIGOR-** If teachers planned for meaningful student work that required students to engage at higher levels of complexity and demonstrate a deep understanding of the content, then student achievement levels on the state standards (LAFS, MAFS, NGSSS) would increase. 1a

G040799

**Targets Supported** 1b

Indicator	Annual Target
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**Resources Available to Support the Goal** 2

- \* Bell schedule with daily intervention time built in, called "Gator Time" \* Common Planning for all Content area teachers, as well as Math and English Language Arts teachers \* LAFS and MAFS State Standards and NGSSS \* Curriculum Guides revamped in Summer 2014 to support the implementation of LAFS and MAFS Standards \* District supported Instructional Review Teams \* Intertextual Units developed by District Literacy Coordinator to focus on text-centered instruction \* CPALMS course descriptions, CPALMS Resources \* ALEKS -A web-based math instructional tool \* Personnel Resources: Reading Coach, Math Coach, INSS, Literacy Leadership Team, MTSS Team, Teacher PLCs, District Secondary Literacy Team and Secondary Math Department, District Advanced Studies Department, District ELL & Federal Grants Department, District ESE Department personnel, District Assessment Department \* Achieve 3000- A text-centered web-based intervention program for English-Language Arts \* Agile Mind- A web-based math instructional tool \* U Math X \* Discovery Education techbook & web-based applications \* Middle School Classroom textbooks and intervention guides \* CTEM- Collier Teacher Evaluation Model with support for teachers through a resource library \* Lesson Planning templates focused on increasing rigor \* Webb's Depth of Knowledge charts and questioning techniques/ Bloom's Taxonomy \* District Benchmark Assessments \* District Data Dialogue following Benchmark Assessments \* iPortfolio- an purposeful electronic collection of student work showing the level of rigor over time \* Lesson Study process \* FSA Test item specifications \* After school programming focused on enrichment and remediation \* A targeted before school program focused on increasing knowledge for ELL population

**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 G1.** 8

Classroom lesson plans will be monitored by administration and feedback will be provided directly to teacher. Student exit slips will be monitored, class discussions and verbal group work will be monitored, and evidence of students' deep understanding will be monitored via student written work.

**Person Responsible**

Lanajean Costello

**Schedule**

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

**Evidence of Completion**

Lesson Plans, PLC Minutes, Student Exit slips, Common Assessments, Student rubric and written responses.

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

Classroom lesson plans will be monitored by administration and feedback will be provided directly to teacher. Student exit slips will be monitored, class discussions and verbal group work will be monitored, and evidence of students' deep understanding will be monitored via student written work.

**Person Responsible**

Alan Dozer

**Schedule**

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

***Evidence of Completion***

Lesson Plans, PLC Minutes, Student Exit slips, Common Assessments, Student rubric and written responses.

**G2. DIFFERENTIATED INSTRUCTION-** If teachers analyzed data from ongoing assessments to monitor student understanding and plan for meaningful instruction that differentiates for all student, then student achievement for all subgroups would increase. 1a

G040800

**Targets Supported** 1b

Indicator	Annual Target
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**Resources Available to Support the Goal** 2

- \* Bell schedule with daily intervention time built in, called "Gator Time" \* Common Planning for all Content area teachers, as well as Math and English Language Arts teachers \*LAFS and MAFS State Standards and NGSSS \* Curriculum Guides revamped in Summer 2014 to support the implementation of LAFS and MAFS Standards \* District supported Instructional Review Teams \* Intertextual Units developed by District Literacy Coordinator to focus on text-centered instruction \* CPALMS course descriptions \* CPALMS Resources \* ALEKS -a web-based math instructional tool \* Personnel Resources: Reading Coach, Math Coach, INSS, Literacy Leadership Team, MTSS Team, Teacher PLCs, District Secondary Literacy Team and Secondary Math Department, District Advanced Studies Department, District ELL & Federal Grants Department, District ESE Department personnel, District Assessment Department \* Achieve 3000- A text-centered web-based intervention program for English-Language Arts \* Agile Mind- A web-based math instructional tool \* U Math X \* Discovery Education techbook & web-based applications \* Middle School Classroom textbooks and intervention guides \* CTEM- Collier Teacher Evaluation Model with support for teachers through a resource library \* Lesson Planning templates focused on increasing rigor \* Webb's Depth of Knowledge charts and questioning techniques/ Bloom's Taxonomy \* District Benchmark Assessments \* District Data Dialogue following Benchmark Assessments \* iPortfolio- an purposeful electronic collection of student work showing the level of rigor over time \* Lesson Study process \* FSA test item specifications \* After school programming focused on enrichment and remediation \* A targeted before school program focused on increasing knowledge for ELL population

**Targeted Barriers to Achieving the Goal** 3

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

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

Classroom lesson plans will be monitored by administration and feedback will be provided directly to teacher. The gifted-endorsed teacher clearly documents in lesson plans the curriculum modifications/ differentiation for students who are gifted to address the EP goals. Student exit slips will be monitored, class discussions and verbal group work will be monitored, and evidence of students' deep understanding will be monitored via student written work.

**Person Responsible**

Darren Burkett

**Schedule**

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

**Evidence of Completion**

Lesson Plans, PLC Minutes, Student Exit slips, Common Assessments, Student rubric and written responses.

**G3. CONTENT AREA LITERACY AND LEARNING (CALL)-** If lesson plans and instruction feature specific literacy strategies, based on the understanding that literacy skills are the foundation for comprehending content, then CALL will increase. 1a

G040801

**Targets Supported** 1b

Indicator	Annual Target
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**Resources Available to Support the Goal** 2

- \* Bell schedule with daily intervention time built in, called "Gator Time"
- \* Common Planning for all Content area teachers, as well as Math and English Language Arts teachers
- \* LAFS and MAFS Standards and NGSSS
- \* Curriculum Guides revamped in Summer 2014 to support the implementation of LAFS and MAFS Standards
- \* District supported Instructional Review Teams
- \* Intertextual Units developed by District Literacy Coordinator to focus on text-centered instruction
- \* CPALMS course descriptions
- \* CPALMS Resources
- \* ALEKS - A web-based math instructional tool
- \* Personnel Resources: Reading Coach, Math Coach, INSS, Literacy Leadership Team, MTSS Team, Teacher PLCs, District Secondary Literacy Team and Secondary Math Department, District Advanced Studies Department, District ELL & Federal Grants Department, District ESE Department personnel, District Assessment Department
- \* Achieve 3000- A text-centered web-based intervention program for English-Language Arts
- \* Agile Mind- A web-based math instructional tool
- \* U Math X
- \* Discovery Education techbook & web-based applications
- \* Middle School Classroom textbooks and intervention guides
- \* CTEM- Collier Teacher Evaluation Model with support for teachers through a resource library
- \* Lesson Planning templates focused on increasing rigor
- \* Webb's Depth of Knowledge charts and questioning techniques/ Bloom's Taxonomy
- \* District Benchmark Assessments
- \* District Data Dialogue following Benchmark Assessments
- \* iPortfolio- an purposeful electronic collection of student work showing the level of rigor over time
- \* Lesson Study process
- \* FSA test item specifications
- \* After school programming focused on enrichment and remediation
- \* A targeted before school program focused on increasing knowledge for ELL population

**Targeted Barriers to Achieving the Goal** 3

- Teachers need training in aligning literacy strategies to text.

**Plan to Monitor Progress Toward G3.** 8

Classroom lesson plans will be monitored by administration and feedback will be provided directly to teacher. Student exit slips will be monitored, class discussions and verbal group work will be monitored, and evidence of students' deep understanding will be monitored via student written work.

**Person Responsible**

Darren Burkett

**Schedule**

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

**Evidence of Completion**

Lesson Plans, PLC Minutes, Student Exit slips, Common Assessments, Student rubric and written responses.

## Action Plan for Improvement

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

### Problem Solving Key

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

 = Problem Solving Step     S123456 = Quick Key

**G1. RIGOR-** If teachers planned for meaningful student work that required students to engage at higher levels of complexity and demonstrate a deep understanding of the content, then student achievement levels on the state standards (LAFS, MAFS, NGSSS) would increase. 1

G040799

**G1.B1** When higher order/ deep understanding questions are used, students are not held accountable for answering at equally deep levels. 2

B098839

**G1.B1.S1** Teachers will engage students in work characterized by cognitively complex tasks that require them to demonstrate new learning by summarizing, structured note-taking, journaling, notebooking, creating non-linguistic representations for new content (journals, notebooks, graphic organizers, pictures, pictographs, flow charts, mnemonics) data collection and analysis using Vernier probeware. 4

S110192

### Strategy Rationale

#### Action Step 1 5

Provide professional development for faculty which promotes cognitively complex tasks that require them to demonstrate new learning by summarizing, structured note-taking, journaling, notebooking, creating non-linguistic representations for new content (journals, notebooks, graphic organizers, pictures, pictographs, flow charts, mnemonics) data collection and analysis using Vernier probeware.

#### Person Responsible

Darren Burkett

#### Schedule

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

#### Evidence of Completion

\* Teacher observation evidence focused on rigor will be collected through CTEM by School Administration \* Teacher observation evidence focused on rigor will be collected through District Review Team Visits \* Lesson Plans will be monitored by Administrators \* Student work samples displayed and cited for rigor \* District Benchmark Assessments \* MTSS Data \* District Data Dialogues \* FSA, EOC Assessment Scores \* Plan and Conduct Professional Learning to enhance teacher knowledge of best practices \* Student Data Chats \* Student-Led Conferences \* iPortfolio- online purposeful portfolio with student work sample validated by teacher feedback \* Implementation of MTSS process \* Parent Involvement activities focused on improving student achievement \* "Gator Time" Intervention data

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

- \* The monitoring plan involves the use of "Best Practices Monitoring" app that will be updated each time an observer sees a strategy being used in a classroom.
- \* The monitoring plan includes the teacher evaluation model- CTEM.
- \* The monitoring for fidelity includes ongoing Lesson Plan feedback through CTEM.

### **Person Responsible**

Darren Burkett

### **Schedule**

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

### **Evidence of Completion**

\* CTEM Classroom Observations monitoring for rigor \* District Benchmark Assessments \* MTSS/ Rtl Data \* District Data Dialogue \* Student Data Chats \* Student-Led Conferencing \* Implementation of MTSS process \* Gator Time Monitoring of student intervention, remediation and enrichment

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

- \* Data will be collected throughout the year through District Benchmark Assessments
- \* Achieve 3000 usage reports
- \* School/student FAIR-FS reports
- \* MTSS/ Rtl data will be collected
- \* Gator Time Intervention Data
- \* CTEM Data will be analyzed
- \* Class grades will be collected and analyzed
- \* Data Dialogue will serve as an opportunity to make adjustments as needed per the data
- \* iSupport Coaching logs will be collected and the return on investment of time with teachers will be analyzed

### **Person Responsible**

Darren Burkett

### **Schedule**

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

### **Evidence of Completion**

\* Benchmark Data \* Attendance Data \* iSupport Coaching logs- district based feedback/ time and effort tool for academic coaches

**G2. DIFFERENTIATED INSTRUCTION-** If teachers analyzed data from ongoing assessments to monitor student understanding and plan for meaningful instruction that differentiates for all student, then student achievement for all subgroups would increase. 1

G040800

**G2.B1** Teachers have not been trained in the use of teaching models that feature interactive learning and differentiated instruction. 2

B098840

**G2.B1.S1** Teachers will incorporate differentiated instruction in lesson plans and in classroom instruction. Differentiation will encompass content, process, product or learning environment. 4

S110193

### Strategy Rationale

#### Action Step 1 5

Provide professional development to increase differentiated instruction in lesson plans and in classroom instruction.

#### Person Responsible

Lanajean Costello

#### Schedule

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

#### Evidence of Completion

\* Teacher observation evidence focused on rigor will be collected through CTEM by School Administration \* Teacher observation evidence focused on rigor will be collected through District Review Team Visits \* Lesson Plans will be monitored by Administrators \* Student work samples displayed and cited for rigor \* District Benchmark Assessments \* MTSS/ RtI Data \* District Data Dialogues \* FSA, EOC Assessment Scores \* Plan and Conduct Professional Learning to enhance teacher knowledge of best practices \* Student Data Chats \* Student-Led Conferences \* iPortfolio- online purposeful portfolio with student work sample validated by teacher feedback \* Implementation of MTSS process \* Parent Involvement activities focused on improving student achievement \* "Gator Time" Intervention data

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

- \* The monitoring plan will involve an app that will be updated each time an observer sees a strategy being used in a classroom.
- \* The monitoring plan will include the teacher evaluation model- CTEM.
- \* The monitoring will be done through Lesson Plans.

**Person Responsible**

Lanajean Costello

**Schedule**

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

**Evidence of Completion**

\* CTEM Classroom Observations monitoring for rigor \* District Benchmark Assessment \* MTSS Data \* District Data Dialogue \* Student Data Chats \* Student-Led Conferencing \* Implementation of MTSS process \* Gator Time Monitoring of student intervention, remediation and enrichment

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

- \* The monitoring plan will involve an app that will be updated each time an observer sees a strategy being used in a classroom.
- \* The monitoring plan will include the teacher evaluation model- CTEM.
- \* The monitoring will be done through Lesson Plans.

**Person Responsible**

Alan Dozer

**Schedule**

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

**Evidence of Completion**

\* CTEM Classroom Observations monitoring for rigor \* District Benchmark Assessment \* MTSS Data \* District Data Dialogue \* Student Data Chats \* Student-Led Conferencing \* Implementation of MTSS process \* Gator Time Monitoring of student intervention, remediation and enrichment

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

- \* Data will be collected throughout the year through District Benchmark Assessments
- \* MTSS data will be collected
- \* Gator Time Intervention Data
- \* CTEM Data will be analyzed
- \* Class grades will be collected and analyzed
- \* Data Dialogue will serve as an opportunity to make adjustments as needed per the data
- \* iSupport Coaching logs will be collected and the return on investment of time with teachers will be analyzed

**Person Responsible**

Alan Dozer

**Schedule**

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

***Evidence of Completion***

\* Quarterly Benchmark Data \* Attendance Data \* iSupport Coaching logs- district based feedback/ time and effort tool for academic coaches

**G3. CONTENT AREA LITERACY AND LEARNING (CALL)-** If lesson plans and instruction feature specific literacy strategies, based on the understanding that literacy skills are the foundation for comprehending content, then CALL will increase. **1**

 G040801

**G3.B1** Teachers need training in aligning literacy strategies to text. **2**

 B098841

**G3.B1.S1** Teachers will identify strategies to link background knowledge with new knowledge and process/ elaborate on new information using Close Reading strategies, Cornell Notes, Reciprocal Teaching, Marking the text, Socratic Seminars, and Summarizing. **4**

 S110194

### Strategy Rationale

#### Action Step 1 **5**

Provide professional development to support implementation of content area literacy and learning strategies which include using close reading strategies, Cornell Notes, reciprocal teaching, marking the text, Socratic Seminars, and summarizing.

#### **Person Responsible**

Darren Burkett

#### **Schedule**

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

#### **Evidence of Completion**

\* Teacher observation evidence focused on rigor will be collected through CTEM by School Administration \* Teacher observation evidence focused on rigor will be collected through District Review Team Visits \* Lesson Plans will be monitored by Administrators \* Student work samples displayed and cited for rigor \* District Benchmark Assessments \* MTSS Data \* District Data Dialogues \* FSA, EOC Assessment Scores \* Plan and Conduct Professional Learning to enhance teacher knowledge of best practices \* Student Data Chats \* Student-Led Conferences \* iPortfolio- online purposeful portfolio with student work sample validated by teacher feedback \* Implementation of MTSS process \* Parent Involvement activities focused on improving student achievement \* "Gator Time" Intervention data

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

- \* The monitoring plan will involve an app that will be updated each time an observer sees a strategy being used in a classroom.
- \* The monitoring plan will include the teacher evaluation model- CTEM.
- \* The monitoring will be done through Lesson Plans.

**Person Responsible**

Darren Burkett

**Schedule**

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

**Evidence of Completion**

\* CTEM Classroom Observations monitoring for rigor \* District Benchmark Assessments \* MTSS Data \* District Data Dialogue \* Student Data Chats \* Student-Led Conferencing \* Implementation of MTSS process \* Gator Time Monitoring of student intervention, remediation and enrichment

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

- \* Data will be collected throughout the year through District Benchmark Assessments
- \* Achieve 3000 usage reports
- \* School/student FAIR-FS reports
- \* Rtl data will be collected
- \* Gator Time Intervention Data
- \* CTEM Data will be analyzed
- \* Class grades will be collected and analyzed
- \* Data Dialogue will serve as an opportunity to make adjustments as needed per the data
- \* iSupport Coaching logs will be collected and the return on investment of time with teachers will be analyzed

**Person Responsible**

Darren Burkett

**Schedule**

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

**Evidence of Completion**

\* Quarterly Benchmark Data \* Attendance Data \* iSupport Coaching logs- district based feedback/ time and effort tool for academic coaches

**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	Provide professional development for faculty which promotes cognitively complex tasks that require them to demonstrate new learning by summarizing, structured note-taking, journaling, notebooking, creating non-linguistic representations for new content (journals, notebooks, graphic organizers, pictures, pictographs, flow charts, mnemonics) data collection and analysis using Vernier probeware.	Burkett, Darren	8/18/2014	* Teacher observation evidence focused on rigor will be collected through CTEM by School Administration * Teacher observation evidence focused on rigor will be collected through District Review Team Visits * Lesson Plans will be monitored by Administrators * Student work samples displayed and cited for rigor * District Benchmark Assessments * MTSS Data * District Data Dialogues * FSA, EOC Assessment Scores * Plan and Conduct Professional Learning to enhance teacher knowledge of best practices * Student Data Chats * Student-Led Conferences * iPortfolio-online purposeful portfolio with student work sample validated by teacher feedback * Implementation of MTSS process * Parent Involvement activities focused on improving student achievement * "Gator Time" Intervention data	6/3/2015 annually
G2.B1.S1.A1	Provide professional development to increase differentiated instruction in lesson plans and in classroom instruction.	Costello, Lanajean	8/18/2014	* Teacher observation evidence focused on rigor will be collected through CTEM by School Administration * Teacher observation evidence focused on rigor will be collected through District Review Team Visits * Lesson Plans will be monitored by Administrators * Student work samples displayed and cited for rigor * District Benchmark Assessments * MTSS/ RtI Data * District Data Dialogues * FSA, EOC Assessment Scores * Plan and Conduct Professional Learning to enhance teacher knowledge of best practices * Student Data Chats * Student-Led Conferences * iPortfolio-online purposeful portfolio with student work sample validated by teacher feedback * Implementation of MTSS process * Parent Involvement activities focused on improving student achievement * "Gator Time" Intervention data	6/3/2015 quarterly
G3.B1.S1.A1	Provide professional development to support implementation of content area literacy and learning strategies which include using close reading strategies, Cornell Notes, reciprocal teaching, marking the text, Socratic Seminars, and summarizing.	Burkett, Darren	8/18/2014	* Teacher observation evidence focused on rigor will be collected through CTEM by School Administration * Teacher observation evidence focused on rigor will be collected through District Review Team Visits * Lesson Plans will be monitored by Administrators * Student work samples displayed and cited for rigor * District Benchmark Assessments * MTSS Data * District Data Dialogues * FSA, EOC Assessment Scores * Plan and Conduct Professional Learning to enhance teacher knowledge of best practices * Student Data Chats * Student-Led Conferences * iPortfolio-online purposeful portfolio with student work sample validated by teacher feedback * Implementation of MTSS process * Parent Involvement activities focused on improving student achievement * "Gator Time" Intervention data	6/3/2015 quarterly

**Collier - 0211 - East Naples Middle School - 2014-15 SIP**  
*East Naples Middle School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Classroom lesson plans will be monitored by administration and feedback will be provided directly to teacher. Student exit slips will be monitored, class discussions and verbal group work will be monitored, and evidence of students' deep understanding will be monitored via student written work.	Costello, Lanajaan	8/18/2014	Lesson Plans, PLC Minutes, Student Exit slips, Common Assessments, Student rubric and written responses.	6/3/2015 quarterly
G1.MA2	Classroom lesson plans will be monitored by administration and feedback will be provided directly to teacher. Student exit slips will be monitored, class discussions and verbal group work will be monitored, and evidence of students' deep understanding will be monitored via student written work.	Dozer, Alan	8/18/2014	Lesson Plans, PLC Minutes, Student Exit slips, Common Assessments, Student rubric and written responses.	6/3/2015 quarterly
G1.B1.S1.MA1	* Data will be collected throughout the year through District Benchmark Assessments * Achieve 3000 usage reports * School/student FAIR-FS reports * MTSS/ RtI data will be collected * Gator Time Intervention Data * CTEM Data will be analyzed * Class grades will be collected and analyzed * Data Dialogue will serve as an opportunity to make adjustments as needed per the data * iSupport Coaching logs will be collected and the return on investment of time with teachers will be analyzed	Burkett, Darren	8/18/2014	* Benchmark Data * Attendance Data * iSupport Coaching logs- district based feedback/ time and effort tool for academic coaches	6/3/2015 quarterly
G1.B1.S1.MA1	* The monitoring plan involves the use of "Best Practices Monitoring" app that will be updated each time an observer sees a strategy being used in a classroom. * The monitoring plan includes the teacher evaluation model-CTEM. * The monitoring for fidelity includes ongoing Lesson Plan feedback through CTEM.	Burkett, Darren	8/18/2014	* CTEM Classroom Observations monitoring for rigor * District Benchmark Assessmenta * MTSS/ RtI Data * District Data Dialogue * Student Data Chats * Student-Led Conferencing * Implementation of MTSS process * Gator Time Monitoring of student intervention, remediation and enrichment	6/3/2015 quarterly
G2.MA1	Classroom lesson plans will be monitored by administration and feedback will be provided directly to teacher. The gifted-endorsed teacher clearly documents in lesson plans the curriculum modifications/differentiation for students who are gifted to address the EP goals. Student exit slips will be monitored, class discussions and verbal group work will be monitored, and evidence of students' deep understanding will be monitored via student written work.	Burkett, Darren	8/18/2014	Lesson Plans, PLC Minutes, Student Exit slips, Common Assessments, Student rubric and written responses.	6/3/2015 quarterly
G2.B1.S1.MA1	* Data will be collected throughout the year through District Benchmark Assessments * MTSS data will be collected * Gator Time Intervention Data * CTEM Data will be analyzed * Class grades will be collected and analyzed * Data Dialogue will serve as an opportunity to make adjustments as needed per the data * iSupport Coaching logs will be collected and the	Dozer, Alan	8/18/2014	* Quarterly Benchmark Data * Attendance Data * iSupport Coaching logs- district based feedback/ time and effort tool for academic coaches	6/3/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	return on investment of time with teachers will be analyzed				
G2.B1.S1.MA1	* The monitoring plan will involve an app that will be updated each time an observer sees a strategy being used in a classroom. * The monitoring plan will include the teacher evaluation model-CTEM. * The monitoring will be done through Lesson Plans.	Costello, Lanajean	8/18/2014	* CTEM Classroom Observations monitoring for rigor * District Benchmark Assessment * MTSS Data * District Data Dialogue * Student Data Chats * Student-Led Conferencing * Implementation of MTSS process * Gator Time Monitoring of student intervention, remediation and enrichment	6/3/2015 quarterly
G2.B1.S1.MA3	* The monitoring plan will involve an app that will be updated each time an observer sees a strategy being used in a classroom. * The monitoring plan will include the teacher evaluation model-CTEM. * The monitoring will be done through Lesson Plans.	Dozer, Alan	8/18/2014	* CTEM Classroom Observations monitoring for rigor * District Benchmark Assessment * MTSS Data * District Data Dialogue * Student Data Chats * Student-Led Conferencing * Implementation of MTSS process * Gator Time Monitoring of student intervention, remediation and enrichment	6/3/2015 quarterly
G3.MA1	Classroom lesson plans will be monitored by administration and feedback will be provided directly to teacher. Student exit slips will be monitored, class discussions and verbal group work will be monitored, and evidence of students' deep understanding will be monitored via student written work.	Burkett, Darren	8/18/2014	Lesson Plans, PLC Minutes, Student Exit slips, Common Assessments, Student rubric and written responses.	6/3/2015 quarterly
G3.B1.S1.MA1	* Data will be collected throughout the year through District Benchmark Assessments * Achieve 3000 usage reports * School/student FAIR-FS reports * Rtl data will be collected * Gator Time Intervention Data * CTEM Data will be analyzed * Class grades will be collected and analyzed * Data Dialogue will serve as an opportunity to make adjustments as needed per the data * iSupport Coaching logs will be collected and the return on investment of time with teachers will be analyzed	Burkett, Darren	8/18/2014	* Quarterly Benchmark Data * Attendance Data * iSupport Coaching logs- district based feedback/ time and effort tool for academic coaches	6/3/2015 quarterly
G3.B1.S1.MA1	* The monitoring plan will involve an app that will be updated each time an observer sees a strategy being used in a classroom. * The monitoring plan will include the teacher evaluation model-CTEM. * The monitoring will be done through Lesson Plans.	Burkett, Darren	8/18/2014	* CTEM Classroom Observations monitoring for rigor * District Benchmark Assessments * MTSS Data * District Data Dialogue * Student Data Chats * Student-Led Conferencing * Implementation of MTSS process * Gator Time Monitoring of student intervention, remediation and enrichment	6/3/2015 quarterly

## 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. RIGOR-** If teachers planned for meaningful student work that required students to engage at higher levels of complexity and demonstrate a deep understanding of the content, then student achievement levels on the state standards (LAFS, MAFS, NGSSS) would increase.

**G1.B1** When higher order/ deep understanding questions are used, students are not held accountable for answering at equally deep levels.

**G1.B1.S1** Teachers will engage students in work characterized by cognitively complex tasks that require them to demonstrate new learning by summarizing, structured note-taking, journaling, notebooking, creating non-linguistic representations for new content (journals, notebooks, graphic organizers, pictures, pictographs, flow charts, mnemonics) data collection and analysis using Vernier probeware.

### PD Opportunity 1

Provide professional development for faculty which promotes cognitively complex tasks that require them to demonstrate new learning by summarizing, structured note-taking, journaling, notebooking, creating non-linguistic representations for new content (journals, notebooks, graphic organizers, pictures, pictographs, flow charts, mnemonics) data collection and analysis using Vernier probeware.

#### Facilitator

\* MTSS/ Rtl Training provided by INSS \* iPortfolio Training given by Assistant Principal, Math Coach and Reading Coach \* Data Dialogue Analysis training facilitated by School's Administration Team following Benchmark Assessments \* Lesson Planning Training by Assistant Principal \* CTEM Training for teachers provided by Principal \* SIP Training for teachers provided by Reading Coach and Math Coach \* Student Led Conference for teachers provided by SLC Committee \* Test Item Specification Training provided by Assistant Principal, Reading Coach, and Math Coach \* Parent Trainings facilitated by School Counselors

#### Participants

\* Classroom and ESE Teachers \* ELL Tutors and Paraprofessionals \* Students

#### Schedule

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

**G2. DIFFERENTIATED INSTRUCTION-** If teachers analyzed data from ongoing assessments to monitor student understanding and plan for meaningful instruction that differentiates for all student, then student achievement for all subgroups would increase.

**G2.B1** Teachers have not been trained in the use of teaching models that feature interactive learning and differentiated instruction.

**G2.B1.S1** Teachers will incorporate differentiated instruction in lesson plans and in classroom instruction. Differentiation will encompass content, process, product or learning environment.

### **PD Opportunity 1**

Provide professional development to increase differentiated instruction in lesson plans and in classroom instruction.

#### **Facilitator**

\* MTSS/ Rtl Training provided by INSS \* iPortfolio Training given by Assistant Principal, Math Coach and Reading Coach \* Data Dialogue Analysis training facilitated by School's Administration Team following Benchmark Assessments \* Lesson Planning Training by Assistant Principal \* CTEM Training for teachers provided by Principal \* SIP Training for teachers provided by Reading Coach and Math Coach \* Student-Led Conference for teachers provided by SLC Committee \* Test Item Specification Training provided by Assistant Principal, Reading Coach, and Math Coach \* Parent Trainings facilitated by School Counselors

#### **Participants**

\* Classroom and ESE Teachers \* Students

#### **Schedule**

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

**G3. CONTENT AREA LITERACY AND LEARNING (CALL)-** If lesson plans and instruction feature specific literacy strategies, based on the understanding that literacy skills are the foundation for comprehending content, then CALL will increase.

**G3.B1** Teachers need training in aligning literacy strategies to text.

**G3.B1.S1** Teachers will identify strategies to link background knowledge with new knowledge and process/ elaborate on new information using Close Reading strategies, Cornell Notes, Reciprocal Teaching, Marking the text, Socratic Seminars, and Summarizing.

### **PD Opportunity 1**

Provide professional development to support implementation of content area literacy and learning strategies which include using close reading strategies, Cornell Notes, reciprocal teaching, marking the text, Socratic Seminars, and summarizing.

#### **Facilitator**

\* MTSS/ Rtl Training provided by INSS \* iPortfolio Training given by Assistant Principal, Math Coach and Reading Coach \* Data Dialogue Analysis training facilitated by School's Administration Team following Benchmark Assessments \* Lesson Planning Training by Assistant Principal \* CTEM Training for teachers provided by Principal \* SIP Training for teachers provided by Reading Coach and Math Coach \* Student Led Conference for teachers provided by SLC Committee \* Test Item Specification Training provided by Assistant Principal, Reading Coach, and Math Coach \* Parent Trainings facilitated by School Counselors

#### **Participants**

\* Classroom and ESE Teachers \* Students

#### **Schedule**

Quarterly, 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
<b>Goal 1: RIGOR-</b> If teachers planned for meaningful student work that required students to engage at higher levels of complexity and demonstrate a deep understanding of the content, then student achievement levels on the state standards (LAFS, MAFS, NGSSS) would increase.	219,428
<b>Grand Total</b>	<b>219,428</b>

**Goal 1: RIGOR-** If teachers planned for meaningful student work that required students to engage at higher levels of complexity and demonstrate a deep understanding of the content, then student achievement levels on the state standards (LAFS, MAFS, NGSSS) would increase.

Description	Source	Total
<b>B1.S1.A1</b> - Reading Coach Math Coach ESE Teacher	Title I Part A	219,428
<b>Total Goal 1</b>		<b>219,428</b>