



## North Naples Middle School

16165 LEARNING LN, Naples, FL 34110

[ no web address on file ]

### School Demographics

**School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

33%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

33%

### School Grades History

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

### School Board Approval

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

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<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

The goal of North Naples Middle School is to provide a healthy, safe, and academically rigorous learning environment. Through best practices, a wide variety of resources, and collaboration, North Naples Middle School constantly works to create responsible citizens and leaders who will make a positive impact on our community now and in the future.

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

NNM believes that all students can learn and given all available opportunities will meet their full potential. Our school strives to be a full learning community that involves teachers, staff, parents, and students to creating a uniquely powerful learning environment.

#### School Environment

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

At NNMS, relationship building is a daily, ongoing process. It happens through academic investigations, daily routines, and extracurricular activities. Our schedule also lends itself to relationship building. The Enrichment period-PIE Time (Prevention, Intervention, Enrichment) part of class where teachers have more one on one time with students built into the extended 4th period of the day plays a powerful role in teacher-student relationships. It is a time for intensive intervention and teachers conduct data chats to foster strong connections to the learning environment through this progress monitoring.

Numerous after school events like Fall Festival, Curriculum Night, music concerts, sporting events, and academic competitions provide the backdrop for teachers to bond and extend their relationships with students. Many teachers take advantage of these opportunities to be visible in the lives of their students. These events create opportunities for cultural awareness, community building, and a sense of belonging. After School Club teacher sponsors have the opportunity to take their hobbies and share them with students.

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

The most important aspect of creating a safe and respectful environment at NNMS occurs the second week of school when teachers read the Single School Culture to students. For the entire week, on a daily basis, classes collaboratively discuss expectations and attributes of our learning environment that make our school a safe place for learning. Students learn about inclusion of all, what it takes to be an active participant in our learning environment, and how to support others in this process. This naturally spills over to all classes and sets the tone of the entire school year. The counselors, school psychologist and Assistant Principal also address bullying through announcements and on campus reminders to reinforce student responsibilities to prevent bullying and support classmates.

The campus is physically safe based on the single point of entry, gate around the campus perimeter, consistent practice of emergency drills, and protocols in place for all personnel in case of an emergency. Our Youth Relations Bureau (YRB) Deputy is also heavily involved with being visible on campus. We have received two Drug Free Collier grants to fund a school initiative to address bullying and start an anti-drug club led by students and our YRB as sponsor.

**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**

PBS Team:

Fred Mapes-Assistant Principal Discipline & Attendance

Kim Manning-Counselor

Sandi Keyes-InSS

Melanie Murphy-Student Services

Kourtney Bybee-Teacher/Student Council Sponsor

Laura Heald-6th Grade Teacher

Stephanie Wannop-7th Grade Teacher

Positive Behavior Support is an excellent outlet where relationship building occurs between students and staff also. We have an all-inclusive PBS system that has excellent participation from parents, teachers, business partners, and staff. The PBS team reviews data monthly in an effort to target and solve concerns. The entire staff receives quarterly data to review. Targeted areas of concern are identified and the InSS or APs generate school-wide training to address behavioral data trends. Sometimes individual or small groups of teachers are targeted for specific attention to classroom management based on data.

PBS also plays a role in safety, acceptance, and respect. This is part of our basic school expectations. These expectations are the "B Attitudes" and they are posted in every classroom and common area on campus. Every staff member has understanding of our expectations and how to reinforce student expectations. This is also embedded directly in new teacher orientation at NNMS. Our TRACK card is also an important part of consistency and protocol for dealing with student behavior. All students will receive a Wildcat "TRACKS" card at the beginning of the school year. The purpose of the card is to keep track of a student's general behavior in regards to what a staff member would consider a minor infraction. If a student is disruptive, insubordinate, or does not follow general classroom procedure in a classroom or on campus, a track card signing may be given if the act is minor in nature as determined by the issuing staff member. Repeated inappropriate behavior may result in an office referral including consequences. Parents are encouraged to look at their student's track card on a regular basis and to encourage their student to be mindful of the NNMS classroom and campus 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**

The MTSS committee does an excellent job of identifying students based on social-emotional need and addressing the specific student needs appropriately. This year NNMS is employing a new, highly structured mentoring program where volunteer staff members connect with 2-3 students for mentoring on a weekly basis. Counselors also provide ongoing student support and connect parents and students with additional support. In addition, Intervention Specialist and Inclusion Team attend to social goals of students with specific IEP requirements. Students are supported through mentoring and guidance in academic setting.

### **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**

Each grade level of student data is analyzed for EWS indicators. Identified students who have a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics are placed into an intensive class with a highly qualified teacher. Students are monitored through data

chats with teachers and the MTSS team who review student performance and make recommendations for a variety of interventions depending on the student concern. Teachers have EWS student data in their lesson plan binders for daily reference and use daily enrichment/intervention time to also target students based on EWS criteria as needed. Their EWS data sheet is generated using eSembler Gradebook, Data Warehouse, and Student Pass (behavioral data).

**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	6	16	12	34
One or more suspensions	4	24	24	52
Course failure in ELA or Math	0	0	1	1
Level 1 on statewide assessment	28	29	46	103

***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	1	10	9	20

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

Classroom lessons include data review connected to small group targeted instruction  
 Classroom use school-wide of Marzano and Kagan strategies  
 PIE Time-tiered intervention for student progress  
 Mentor Program-EWS students are paired with a mentor to monitor and improve attendance, discipline, & grades  
 Enrichment Time-Students meeting EWS criteria targeted for additional intervention and enrichment daily  
 ASP (After School Program) academic support-Students at risk academically are given opportunity to work on basic skills and classwork in after school program  
 Behavior and Attendance contracts/meetings for EWS students who may fall below 90% attendance rate  
 MTSS Referral of Concern-teachers collect data and identify needs then submit results to MTSS team for consideration  
 SWD receive differentiated support through inclusion model and targeted one-to-one intensive instruction  
 ELL students receive one-to-one intensive instruction with ELL tutor before school and through pull out/push in

**Family and Community Involvement**

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

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

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

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

Some of the students have non-English speaking parents. They feel uncomfortable linguistically in the school setting. They also prefer printed materials in their native language sent home from the school. NNMS works to provide all printed material in English, Spanish, and Creole. We also provide translation in Spanish and Creole at parent functions, meetings, and training.

Another focus of our parent involvement are families that are considered "Economically Needy". Parents desire to attend school functions and activities but have difficulty attending day-time events due to child care, transportation, and employment- related issues. Their children may miss out on added benefits of After School Program, athletics, extra curricular activities, and/or academic support outside the school day.

**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**

NNM does a superior job of gaining and retaining PTO parents who are actively involved in helping to make learning happen for struggling students. PTO helps find and provide academic resources and connect students with technology to help them learn. They have been instrumental in helping build a school-wide vocabulary program.

Community members are great role models and volunteer at the school through the Junior Achievement Program and make strong connections with the students as they explore their learning.

**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
Jackson, Margaret	Principal
Fike, Jay	Assistant Principal
Mapes, Fred	Assistant Principal
Castellani, Jean	Instructional Coach
Kirk, Andrea	Guidance Counselor
Manning, Kim	Guidance Counselor
Keyes, Sandi	Other

**Duties**

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

InSS (Instructional Support Specialist): Sets agenda for MTSS leadership meeting. Provides students who have been referred for a specific academic concern to be evaluated by the MTSS team and determine the best course of action/intervention.

Principal: Reviews input from all sources and delegates leadership roles on the team. Communicates decision making to the staff, School Advisory Council, and district through data dialogues as MTSS leadership decisions effect SIP structure and goals.

Assistant Principal C&I: Provides current grade reports, trend data, and school-wide assessment information to help guide MTSS and SIP goals.

Assistant Principal A&D: Provides behavioral data (referrals, student and parent information) that may be effecting student growth and academic needs.

Reading Coach: Provides literacy data school-wide, grade level, and on individual students based on Tier of support and level of concern.

Guidance Counselors: Provide at-risk reports generated from district Data Warehouse to identify students with an area of need in academics, attendance, behavior, learning impairment, or other barrier to learning. they also bring knowledge of students considered for Tier 2 and Tier 3 Interventions.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The MTSS Leadership Team meets weekly to discuss the Rtl process, PBS, data chats, mentoring programs, and student-lead conferences. The team arranges an action plan for the week that will be brought to each PLC meeting. The purpose of the meeting is to compile information that will be disseminated to staff to ensure student achievement and development. Any/all students that are discussed will be brought to grade-level PLC meetings for discussion of interventions. After PLC review of students, teachers who have identified students in need of Tier 2 and 3 interventions collaborate with the MTSS Leadership team to determine academic plan for support and gathering of resources.

## School Advisory Council (SAC)

### Membership

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

Name	Stakeholder Group
Margaret Jackson	Principal
Brad Preston	Teacher
Jean Castellani	Teacher
Linda Zell-Randall	Parent
Sherri Scott	Business/Community
Lynn Morrison	Parent
Rick Beebe	Parent
Luis Bernal	Parent
Oscar Villaverde	Parent
Stephanie Wannop	Teacher
Donna Borges	Education Support Employee
Debbie Borowski	Parent
Wendi Darragh	Parent
Ruth Roman-Torres	Parent
Sherleaz Eugene	Student

## Duties

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

### *Evaluation of last year's school improvement plan*

1. 2013-2014 SAC asked guiding questions about school priorities for student learning.
2. During the August meeting SAC members listened to presentation on historical school data. They provided feedback and input on school success and areas of academic focus, specifically writing, content standards, and reading scores.
3. September meeting SAC deliberated and voted to approve SIP.
4. Technology, FCAT and EOC testing were explained at the May SAC meeting.

### *Development of this school improvement plan*

The NNMS SAC discussed the SIP on 9/3/2013. A review of end of school year 2013 was occurred. Data was shared by Mrs. Jackson outlining student performance in Math, Reading, Science, and Writing. Discussion about school assessment concentrated on reading, specifically student literacy and access to resources, and questions about scores, including how they compared to previous years. This lead to discussion of weaker writing scores and the need for increased time students are involved in literacy activities and actively reading on a daily basis. Benchmark data related to SIP goals were discussed in March SAC meeting, including adjustments made to meet goals and shaping ideas for next year. SAC input and student data helped to generate goals to fit standards and expectations for state, district, and school that fit into the 2014-2015 SIP.

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

Budget was disclosed at the final SAC meeting of 2013-2014. Framework to address enrichment, technology, teacher resources, and student materials created to meet needs of current year budget, including initiatives related to this year's SIP.

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

The committee's use of school improvement funds will focus on student achievement and acquiring resources to enrich and advance learning on our campus. The SAC committee concluded that it could best support development of the plan through the area of literacy. Review of data showed that 6th grade had a request because of need for more books to increase number for students with access to books. SAC also concluded that electronic books needed more titles added to them to make check out of Kindles and other school e-Readers more desirable and useful literacy tools for students.

**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
Jackson, Margaret	Principal
Fike, Jay	Assistant Principal
Mapes, Fred	Assistant Principal
Castellani, Jean	Instructional Coach
Manning, Kim	Guidance Counselor

**Duties**

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

Intertextual triads will be used in all of Language Arts, Social Studies and Science classrooms. Teachers will model strategies for students to use independently as they use several different pieces of text with a common theme. Students must make connections, assess validity, and draw multiple conclusions about the information they are presented with. The goal of the incorporation of such strategies is to increase the number of students scoring at or above level 3 on FCAT-Reading while also raising standards with rigor. This literacy focus is also in place to meet the challenges of transition in state standards as they increase.

Use of CALL: Teachers include Content Area Literacy (CALL) in their weekly lesson plans as a framework to increase the usage of literacy strategies in all contents. Math, Social Studies, and Science all use interactive textbooks that enhance student engagement in content area text. Close Reading strategies are a priority for every teacher when they address content in their subject, including related and fine arts. The expected outcome is that by utilizing the 3-Common Comprehension Strategies, Marzano vocabulary, the district and team-authored focus calendar, and student data, literacy strategies will be a focus in the Math, Social Studies, and Science classrooms and translate into a higher percentage of students at or above level 3 on FCAT-Reading.

Also, across the entire school we are introducing weekly academic vocabulary that students must use in a variety of ways across each content area. A different subject area conducts mini lessons using the vocabulary daily. For example, Social Studies initiates a debate using the chosen vocabulary words while the next day Science uses the same academic vocabulary in class discussion. The outcome is to use increased exposure to complex vocabulary students will see on state and local assessments.

Incorporating FCIM mini-lessons (PW Impact) in our Intensive Reading classes will be another initiative. Achieve 3000, a computer based program for improving reading comprehension and student problem solving within text is also in place. These initiatives were chosen for our Intensive Reading classes because they provide strong, usable ways for struggling readers to access material and work toward using higher order thinking questioning within the text they are reading. The outcome is to increase the complexity of the text that lower achieving students read and to increase the number of students scoring at or above level 3 on FCAT-Reading.

The district Reading scores for students with significant cognitive disabilities are below the proficient level on the FAA. Improved instruction in Reading through direct systematic instruction is our primary focus. The district will require the use of Discrete Trial Trainer for students at the Emergent Level (FAA 1-3) in grades K-12; RAZ Kids for students at the Achieved Level (FAA 4-6) in grades K-12; and My Reading Coach for students at the Commended Level (FAA7-9) in grades K-12. Additionally, using small group instruction to target specific needs is a major component of our Reading program. Our school's leadership team will assist in this process by monitoring lesson plans and analyzing benchmark data. The outcome is to utilize classroom walkthrough data in order to make midcourse adjustments in instruction. This data will be also analyzed by the instructional coaches through iSupport logs in the coaching cycle to drive coaching practices by modeling, planning, and providing powerful student and teacher data in professional learning communities.

### Public and Collaborative Teaching

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

#### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Teachers plan and work collaboratively in two main groups: their immediate team that shares students on a grade level and as a content area department.

Teacher leaders are chosen to facilitate planning of department meetings on a monthly basis. They communicate between their peers and administration and work to establish and monitor goals for their content area.

PLC meetings occur bi-weekly and are facilitated by an assigned administrator. Grade level teams of teachers plan and collaborate on ways to implement their curriculum with peer input and guidance from academic coach and administrators.

PLC meetings often connect data analysis provided from MTSS team. Teachers review targeted behaviors and/or specific student concerns. They can then generate an MTSS Referral of Concern for a student who may also need extra support in these same targeted areas.

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

NNMS communicates high standards and has a proven track record yearly as an "A" school. Mrs. Jackson, Principal, communicates this message to all stakeholders and uses parent involvement, communication within the local community, and a motivated staff to recruit and retain HQTs. Her focus is on effective, certified, and experienced teachers who use their expertise to collaborate professionally with the staff.

Strategies include:

##### 1. Professional Learning

- Regularly scheduled Professional Learning to enable teachers to be successful in improving student achievement; Faculty Meetings; Early Release Days, PLCs
- Staff Development based on: District, State and Federal Initiatives, staff input, classroom observation data, student data

##### 2. Instructional Leadership:

- Regularly scheduled grade level PLC meetings to support teachers in the areas of MTSS data analysis,

instructional strategies development; meaningful feedback

- Embedded professional learning during collaborative planning sessions with academic coaches

3. New Teacher Support:

- Partnering new teachers with a qualified mentor
- Meetings with specific personnel to orient and support new teachers in the areas of procedures, initiatives, and instruction

4. Empowering Teachers:

- Continue to build a supportive and collaborative culture that recognizes faculty efforts both formally and informally
- Involve teachers in meaningful decision making

6. School Management and Safety:

- Continue to support and hone school wide, tier 2, and tier 3 Positive Behavior

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

Collier school district has a designed teacher mentoring program which includes specific training experienced teachers must take to be district certified as a mentor. NNMS carefully selects mentors for new teachers (1-3 years in district or new to teaching). Mentors are paired with new teachers based on educational background, Professional Learning Community (PLC) groups, and content area. This year NNMS has 9 new teachers, 3 of which are Language Arts teachers being mentored by our Reading Coach and a veteran teacher leader on their team. The others have been paired with a Highly Qualified Teacher who is also on the same grade level team. One brand new teacher has been assigned a mentor but receives additional guidance from the AP for classroom maintenance and routines. Mentors-mentees meet at least once a week.

## **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***

The Leadership team monitors the fidelity of the school's instructional programs and materials through PLC collaboration, student data review with teachers, iObservation focused feedback and discussion with key instructional leaders. The Reading Coach and Intervention Specialist focuses on implementation, data collection, interventions, and supports needed by the instructional staff.

Members of the MTSS leadership team meet regularly to review school-wide MTSS issues. School administrators and teachers from the school-based MTSS team participate in grade level PLCs 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. Our county addresses this alignment in multiple ways. First, the Collier Teacher Evaluation Model, based on Marzano's methodologies, requires that lessons feature a learning goal with scales. Learning goals are developed from the standards and typically match the wording of benchmarks. Scales are used to identify students' individual progress toward attaining the goal, i.e., the standard. During observations, a key data element is derived from the teachers' use of learning goals and scales. Ongoing progress-monitoring assessments are also designed to demonstrate students' progress toward attaining the goal or standard. Consequently, data chats are standards-

driven and serve to maintain a focus on instruction, assessment and achievement built around Florida Standards.

### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

The administration meets with grade-level teams bi-weekly to analyze progress monitoring data and quarterly benchmark assessment data and discuss adjustments to instructional strategies and small groups. Teachers use this information to adequately build their lessons, including embedded differentiated instruction. Based on data analysis, decisions are made about utilization of resource teachers and push-in support to best meet the needs of students achieving at various levels. This includes servicing students with disabilities and second language learners. Analysis of student data and their academic progress also informs teaching teams as to what tiered support needs to be offered and how it should best be implemented. Inclusion teachers provided tiered support interventions.

PD is delivered in these bi-weekly meeting as well. The PD involves Marzano teaching strategies, increasing Rigor, writing organizers and rubrics, and learning goals/essential questions.

***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:** After School Program

**Minutes added to school year:** 6,120

Our teachers sponsor a variety of after-school activities ranging from creative hobbies to sports to academic enrichment.

-INTERVENTION/REMEDIATION

-MTSS determined tiers of support and targeted student population

#### ***Strategy Rationale***

Even students in the Lowest 25% are Level 3 students at NNM. Keeping them engaged academically and socially is a key to their continued success. For many of these students, increased performance means consistently being involved in enrichment opportunities that include work completion and mastery.

#### ***Strategy Purpose(s)***

- Enrichment

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

Jackson, Margaret, jacksoma@collierschools.com

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

Data is collected for academic enrichment, mainly Math. Sponsors review benchmarks and sample activities related to concepts taught that week or basic Math facts to help students close gaps in their learning. It is analyzed by comparing coverage to student classwork and scores on Math benchmark 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***

- Guidance Counselors work on Career Planning and Course Selection through Social Studies classrooms
- 8th graders work with counselors and teacher mentors to prepare for high school throughout the year.
- iPortfolio: each student builds an online portfolio of their best works in each class and artifacts that show academic growth. This portfolio follows them year to year.
- Orientation:  
6th Grade for incoming 6th graders, a campus orientation is held in May to help prepare them for the transition to middle school.  
8th Grade outgoing-Students go to a high school orientation and high school staff makes visits to NNM to educate and promote academies, activities, sports, and programs offered. LWIT also presents their high school environment to prospective 9th graders.

## 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***

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

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

- 8th grade students enrolled in HS Algebra 1 and Algebra 1 Honors have strategies built in to the rigorous course work to prepare them for success in high school, including success in Florida State Standards.
- 8th graders work with counselors and teacher mentors to prepare for high school throughout the year.
- iPortfolio: each student builds an online portfolio of their best works in each class and artifacts that show academic growth. This portfolio follows them year to year.
- Junior Achievement: North Naples Middle School has an award winning Junior Achievement program that helps students make career choices and inform them of jobs that will be available to them in the future.
- Career and Technical Education (CTE) course offerings-CTE courses include business education that focus on microsoft industry certifications that enhance technology skills that are applicable to all subject areas. CTE high school credit offered in Computers for College and Careers for 7th and 8th grade students.
- STEM initiatives: Students participate in STEM Conference, local college Math/STEM competitions, the annual county Solar Car competition.

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

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If all instructional staff implement Marzano research-based teaching practices, specifically the 7 essential elements with a focus on element #12, then there will be increased student achievement in reading, math and writing.

## 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 all instructional staff implement Marzano research-based teaching practices, specifically the 7 essential elements with a focus on element #12, then there will be increased student achievement in reading, math and writing. **1a**

G042949

**Targets Supported** **1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	80.0
Math Lowest 25% Gains	85.0

**Resources Available to Support the Goal** **2**

- CTEM observable elements: 7 elements used more frequently, especially: Element #12
- District provided Professional Development: A. Content Area Literacy (CALL) B. Advanced Studies Department on Rigor C. Cambridge training for Secondary 1 program D. Academic Notebook, Interactive Journaling for Science & Social Studies writing support
- School-wide PD: A. On CTEM- Rigor, focused feedback to students, B. Florida State Standards-MAFS & LAFS C. Writing for all content areas D. Kagan structures training-use to target differentiated instruction E. Reading Coach and use of coaching cycle through iSupport. Other Resources: PLCs-Collaborative planning to address SWD student needs and scaffolding of instruction Cooperative Learning Achieve 3000 PW Impact Intertextual Units Close Reading Sharde Inquiry-Great Books series Class Dojo for progress monitoring and classroom management

**Targeted Barriers to Achieving the Goal** **3**

- Teachers are not all trained to be reading and writing instructors.
- Teachers group by ability rather than use research-based strategies to differentiate instruction. Teachers need to address ESE, ELL, and entire At-Risk population through collaborative planning.

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

Lesson Plans, student work, and student ability show literacy skills being used in the classroom

**Person Responsible**

Jay Fike

**Schedule**

Quarterly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Reading Coach push-in instruction FAIR Data Benchmark assessments CTEM observation- Student interaction with content Academic Notebooks and Journals

## 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 all instructional staff implement Marzano research-based teaching practices, specifically the 7 essential elements with a focus on element #12, then there will be increased student achievement in reading, math and writing. **1**

 G042949

**G1.B1** Teachers are not all trained to be reading and writing instructors. **2**

 B104963

**G1.B1.S1** Teachers will identify and use strategies that require students to interact with the new knowledge in a structured manner: e.g. Florida State Standards: (MAFS & LAFS): Academic Language, Cornell Notes, Marking the Text, T.H.I.E.V.E.S., Close Reading, Cooperative Learning, and Academic Journal/Notebook implementation. **4**

 S116211

### Strategy Rationale

With PD and collaboration, all teachers can offer focused feedback and use writing as a tool to monitor student progress and deepening of knowledge.

### Action Step 1 **5**

Use of specific strategies to generate and increase student interaction with new information.  
Cornell Notes, THIEVES, Close Reading.

### Person Responsible

Jay Fike

### Schedule

Biweekly, from 9/4/2014 to 5/29/2015

### Evidence of Completion

Lesson Plan data CTEM elements and evidence Kagan Strategies

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

CTEM observations and data-Element #12:  
Monitoring of Angel and Lesson Plan development  
Student improvement in Achieve 3000 (Students must meet target of 70% comprehension to move on and up)  
PW Impact articles and leveled lessons

**Person Responsible**

Margaret Jackson

**Schedule**

Daily, from 9/1/2014 to 3/20/2015

**Evidence of Completion**

iObservation data points PLC notes in Data Warehouse Student products from Intertextual Units Achieve 3000 data reports

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

Every content area will produce student artifacts that show progress in reading and writing. Teacher feedback and student work will have added depth.

**Person Responsible**

Jay Fike

**Schedule**

Every 2 Months, from 10/16/2014 to 5/29/2015

**Evidence of Completion**

Text dependent questions in Intertextual Units (LA), Scientific Notebooks (Science), Social Studies Benchmark practice (SS), Higher Order Thinking word problems (Math). Lesson Plans including Florida State Standards implementation: NGSSS, LAFS, MAFS

**G1.B2** Teachers group by ability rather than use research-based strategies to differentiate instruction. Teachers need to address ESE, ELL, and entire At-Risk population through collaborative planning. 2

 B119359

**G1.B2.S1** Varying Higher Order Questioning, using Reciprocal Teaching, and Jigsaws to differentiate learning for student groups. 4

 S131197

### Strategy Rationale

By adjusting Higher Order Thinking Questions and using strategies that are student driven for instruction, true differentiation can take place to impact every student.

### Action Step 1 5

Helping teachers to use teaching strategies that improve student ability and frequency recording and representing knowledge.

#### Person Responsible

Jay Fike

#### Schedule

Daily, from 8/25/2014 to 6/3/2015

#### Evidence of Completion

CTEM Element #12: By using a variety of linguistic and non-linguistic strategies, teachers will be able to help students record and process new knowledge to synthesize into applied learning.

### Action Step 2 5

Kagan structures will be implemented in all content areas to improve student engagement with Florida State Standards and deepen knowledge.

#### Person Responsible

Jean Castellani

#### Schedule

Daily, from 1/5/2015 to 6/3/2015

#### Evidence of Completion

**Plan to Monitor Fidelity of Implementation of G1.B2.S1 6**

Collaborative planning led by administration to address implementation method, data analysis, and lesson planning to scaffold instruction and meet all student needs.

**Person Responsible**

Margaret Jackson

**Schedule**

Biweekly, from 8/25/2014 to 6/3/2015

**Evidence of Completion**

Collaborative planning notes in Data Warehouse, CTEM observation feedback, and lesson plan documentation.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7**

Generation of cooperative learning activities, small group instruction, and student interventions.

**Person Responsible**

Margaret Jackson

**Schedule**

Weekly, from 8/25/2014 to 6/3/2015

**Evidence of Completion**

Collaborative planning notes in Data Warehouse, CTEM observation feedback, and lesson plan documentation.

**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	Use of specific strategies to generate and increase student interaction with new information. Cornell Notes, THIEVES, Close Reading.	Fike, Jay	9/4/2014	Lesson Plan data CTEM elements and evidence Kagan Strategies	5/29/2015 biweekly
G1.B2.S1.A1	Helping teachers to use teaching strategies that improve student ability and frequency recording and representing knowledge.	Fike, Jay	8/25/2014	CTEM Element #12: By using a variety of linguistic and non-linguistic strategies, teachers will be able to help students record and process new knowledge to synthesize into applied learning.	6/3/2015 daily
G1.B2.S1.A2	Kagan structures will be implemented in all content areas to improve student	Castellani, Jean	1/5/2015		6/3/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	engagement with Florida State Standards and deepen knowledge.				
G1.MA1	Lesson Plans, student work, and student ability show literacy skills being used in the classroom	Fike, Jay	9/1/2014	Reading Coach push-in instruction FAIR Data Benchmark assessments CTEM observation-Student interaction with content Academic Notebooks and Journals	5/29/2015 quarterly
G1.B1.S1.MA1	Every content area will produce student artifacts that show progress in reading and writing. Teacher feedback and student work will have added depth.	Fike, Jay	10/16/2014	Text dependent questions in Intertextual Units (LA), Scientific Notebooks (Science), Social Studies Benchmark practice (SS), Higher Order Thinking word problems (Math). Lesson Plans including Florida State Standards implementation: NGSSS, LAFS, MAFS	5/29/2015 every-2-months
G1.B1.S1.MA1	CTEM observations and data-Element #12: Monitoring of Angel and Lesson Plan development Student improvement in Achieve 3000 (Students must meet target of 70% comprehension to move on and up) PW Impact articles and leveled lessons	Jackson, Margaret	9/1/2014	iObservation data points PLC notes in Data Warehouse Student products from Intertextual Units Achieve 3000 data reports	3/20/2015 daily
G1.B2.S1.MA1	Generation of cooperative learning activities, small group instruction, and student interventions.	Jackson, Margaret	8/25/2014	Collaborative planning notes in Data Warehouse, CTEM observation feedback, and lesson plan documentation.	6/3/2015 weekly
G1.B2.S1.MA1	Collaborative planning led by administration to address implementation method, data analysis, and lesson planning to scaffold instruction and meet all student needs.	Jackson, Margaret	8/25/2014	Collaborative planning notes in Data Warehouse, CTEM observation feedback, and lesson plan documentation.	6/3/2015 biweekly

## 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 all instructional staff implement Marzano research-based teaching practices, specifically the 7 essential elements with a focus on element #12, then there will be increased student achievement in reading, math and writing.

**G1.B1** Teachers are not all trained to be reading and writing instructors.

**G1.B1.S1** Teachers will identify and use strategies that require students to interact with the new knowledge in a structured manner: e.g. Florida State Standards: (MAFS & LAFS): Academic Language, Cornell Notes, Marking the Text, T.H.I.E.V.E.S., Close Reading, Cooperative Learning, and Academic Journal/Notebook implementation.

### PD Opportunity 1

Use of specific strategies to generate and increase student interaction with new information. Cornell Notes, THIEVES, Close Reading.

#### Facilitator

Reading Coach

#### Participants

Reading Comprehension strategies and resources provided in bi-weekly PLCs

#### Schedule

Biweekly, from 9/4/2014 to 5/29/2015

**G1.B2** Teachers group by ability rather than use research-based strategies to differentiate instruction. Teachers need to address ESE, ELL, and entire At-Risk population through collaborative planning.

**G1.B2.S1** Varying Higher Order Questioning, using Reciprocal Teaching, and Jigsaws to differentiate learning for student groups.

### PD Opportunity 1

Helping teachers to use teaching strategies that improve student ability and frequency recording and representing knowledge.

#### Facilitator

Margaret Jackson, Jay Fike, Jean Castellani

#### Participants

All instructional personnel

#### Schedule

Daily, from 8/25/2014 to 6/3/2015

## **PD Opportunity 2**

Kagan structures will be implemented in all content areas to improve student engagement with Florida State Standards and deepen knowledge.

### **Facilitator**

Kagan Learning

### **Participants**

All North Naples instructional personnel

### **Schedule**

Daily, from 1/5/2015 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:</b> If all instructional staff implement Marzano research-based teaching practices, specifically the 7 essential elements with a focus on element #12, then there will be increased student achievement in reading, math and writing.	5,000
<b>Grand Total</b>	<b>5,000</b>

**Goal 1: If all instructional staff implement Marzano research-based teaching practices, specifically the 7 essential elements with a focus on element #12, then there will be increased student achievement in reading, math and writing.**

Description	Source	Total
<b>B1.S1.A1</b> - School Improvement funds will be determined for use at a later date.	School Improvement Funds	0
<b>B2.S1.A2</b> - Kagan Training	General Fund	5,000
<b>Total Goal 1</b>		<b>5,000</b>