

Pine Ridge Middle School

1515 PINE RIDGE RD, Naples, FL 34109

[no web address on file]

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

39%

Alternative/ESE Center

No

Charter School

No

Minority

37%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Pine Ridge Middle School is dedicated to providing a safe, supportive environment in which our educational community will be challenged to develop its vision of the future and to realize its highest potential.

Provide the school's vision statement

All students will complete school prepared for ongoing learning as well as community and global responsibilities.

School Environment

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

Pine Ridge works closely with both the Parent Teacher Organization and the School Advisory Council to ensure the lines of communication are open and active. Communication between the school and parents are normally provided in three different languages; English, Spanish, and Creole. PRMS music programs incorporate selections from multiple cultures for the concert performances. Family Events including Open House, Curriculum Night, Family Fun Night and a variety of student socials cultivates positive relationships. In addition, parents are encouraged to attend student performances including music and sports. Pine Ridge has a strong Positive Behavior Support Program which recognizes student behavior achievements. Teachers work diligently to build positive relationships with students by offering extra support both before and after school. Enrichment programs are also available both before and after school for students which are supervised by our teachers. Finally, e-mails are sent to the parents on a weekly basis with the goal of keeping them informed and updated.

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

Pine Ridge Middle School has school-wide procedures and expectations in place for the safety of all students. These procedures which are incorporated into our Positive Behavior Support plan are shared with the entire school via morning news and assemblies as well as daily review by teachers in the classroom. In addition, students are exposed to a variety of drills for practice including Code Red and Yellow drills, fire drills etc. Parents are notified via e-mail of these expectations as well as when certain drills are conducted.

The Pine Ridge Youth Relations Deputy works closely with our staff during safety drills and throughout the day. She is highly visible in the office, hallways, and cafeteria so that all stakeholders are aware of her presence and know that she is able to act upon any safety issues that arise. She also spends many hours in the classrooms teaching students about bullying prevention.

In 2013 the main entrance was reconfigured to have a single point of entry to the building. All other exterior entrances remain locked throughout the school day. Also, instituted during 2013 was the policy of having all classroom doors locked during the school day. In the spring of 2014 additional fencing was added to the school. The students can now pass safely from class to class even when they need to take a route that has them outside of the building for a short period of time. Additional video cameras were recently installed to ensure that building entrances and parking lots can be monitored remotely by the Deputy.

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

Positive Behavior Support system has been implemented school-wide for all three grade levels. Signs are visible throughout the school with the PBS motto of "PRMS students are Prepared, Respectful, Motivated and Safe."

These expectations are reviewed on a daily basis with students and are enforced by all staff members working at Pine Ridge. Incentives are used in the form of "Panther Bucks" to reinforce desired behaviors throughout the school year. When an undesired behavior does occur, a system used to track infractions and referrals called "Student Pass" is used. Student Pass has the ability to track referrals and produce valuable data to assist with correcting behaviors. The Positive Behavior Support Team meets twice per year, at the end of the first and third quarter, to analyze discipline data, discuss students' motivating factors, and make necessary adjustments to the program. Members of the Positive Behavior Support Team include the Assistant Principal, the Intervention Support Specialist, both School Counselors, and various students from the Student Council.

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

Teacher schedules have been designed to allow for common planning. When a student conference is required, all teachers on the students schedule have the ability to meet to problem solve issues affecting the student. Parents are also called in when needed to work with teachers to ensure student success. Pine Ridge also has a strong team of counselors who meet on a regular basis with students. These meetings are both individual and group depending on the need. Counselors also offer a variety of outside resources to both students and parents to assist with meeting the social-emotional needs of the students. Finally, our counselors are directly involved with programs and curriculum to meet the needs of our students based on the guidelines of the Florida's School Counseling Framework.

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

In order to monitor the school environment, Pine Ridge uses two computer programs designed and developed by Collier County; Student Pass and Data Warehouse. Student Pass is used to report and track student behavior problems and the corresponding consequences. The system is monitored daily by the Assistant Principal and provides her with an up to the minute overview of student discipline issues. The Data Warehouse program which identifies students at risk in the areas of attendance, grades and discipline. Data is formally tabulated quarterly and shared with the staff.

Student Pass also tracks student attendance and provides information regarding excessive absences.

Weekly attendance reports are run. One of which lists students with attendance below 80%. Another weekly report addresses students with 5 unexcused absences per calendar month. Finally, weekly reports are created to address students with 15 unexcused absences in a 90 day period. Phone calls go home on the 5th absence from school. A letter goes home on the 7th absence from school and a letter is sent home on the 10th absence from school.

Suspensions: Data is analyzed quarterly and sent to staff. Parents conferences are scheduled after a student reaches a 5 day suspension. A behavior contract is also generated after a student reaches five days of suspension.

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	9	18	18	45
One or more suspensions	11	8	14	33
Course failure in ELA or Math	0	1	0	1
Level 1 on statewide assessment	34	32	26	92

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	9	18	12	39

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

Collier County uses a Multi-Tiered System of Support (MTSS) which involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data. Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity. Within MTSS, all school-based efforts such as lesson study, universal design for learning, and continuous school improvement, are unified and accelerated by collaborative teaming to result in increased student achievement.

Professional Learning Community meetings are scheduled throughout the year for teachers to discuss student behavior and academics. Suggestions are made based on what is effective and what needs improvement. Administration participates in these meetings to offer support. Progress Monitoring Plans are created and/or modified during these meetings to address student concerns. Parents are also involved in student conferences to provide valuable feedback. This cooperative approach supports the success of students. The school counselors are also directly involved in this process using individual and group support systems to meet the needs of students.

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

Faculty and Staff use a variety of strategies to keep parents informed of their students academic progress. Parents have the ability to check an online site "ANGEL" for homework assignments and

projects as well as grades. Another online resource is the "Parent Portal" which provides valuable resources to parents. The school also informs parents of volunteer opportunities through Curriculum Night, newsletters, the school website and outdial system.

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

Pine Ridge Middle School is one of the oldest schools in Naples. This has given the school many years to build positive relationships with community partners over time. Pine Ridge also has a strong PTO who has established positive relationships with community partners on our behalf. Pine Ridge Middle School makes the extra effort to recognize these partners through written responses, phone calls and visitations.

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
Kinsley, Sean	Principal
Mankiewicz, David	Assistant Principal
Hernandez , Valerie	Assistant Principal

Duties

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

The Leadership Team of Pine Ridge Middle School is composed of the following: Greg Anthony (Science), 8th grade team leader and science department chairperson; Vincent, Benfatti, Intervention support specialist and multi-tiered support system team leader; Sean C Kinsley principal; Lisa Carraher (Social Studies), sixth grade team leader and department chairperson; Janet Gentile, guidance counselor and department chairperson; Jana Harberts (Science) sixth grade team leader; Susan Hutter (Language Arts), sixth grade team leader and language arts department chairperson; Alison King (ESE), team leader and department chairperson for ESE; Beth Lindenmeyer, media specialist; Marianne Mangels (Social Studies), eighth grade team leader; David Mankiewicz, Assistant Principal; Carol Nichols (Math), sixth grade team leader; Gloria Oxendine, Reading Coach; Kelly Parker (Music), related arts team leader; Tricia Ray, (Language Arts), eighth grade team leader; Mark Roberts (Social Studies), sixth grade team leader; Sara Treiser (Language Arts), seventh grade team leader; Julie Ward (Social Studies), seventh grade team leader; Cynthia Werner (Math), seventh grade team leader and math department chairperson; and Sandra Brock, related arts team leader. MTSS Leadership Team members meet with the grade level Professional Learning Communities in which Team Leaders conduct problem solving sessions. Leadership team will monitor and adjust the school's academic and behavioral goals through data gathering and analysis. At these meetings student data is discussed, analyzed, and submitted to the appropriate district site. Data driven decisions are made and continuous student improvement is the focus of discussion. Academic as well as behavior data is reviewed. Data Warehouse is utilized to list specific populations who need to be targeted by progress indicators. Based on data, fidelity of academic and behavioral services delivered is monitored .

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

Students are expected to reach progress goals subsequent to quality instruction through differentiation and intervention strategies. Targeted skill populations are brought to the attention of the MTSS Leadership Team and are discussed with a review/analysis of the data at PLC meetings. Those students who have not mastered the skills are considered for Tier 2 strategies. Online assessments and other data points are tracked on the charts and graphs in the Data Warehouse. In addition, any documentation provided by the teachers, recording benchmarks, other assessments recorded in E-Semler, work samples, and observations are shared.

The Collier County School district provides a systematic and strategic approach to providing services through 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, regularly scheduled Curriculum and Instruction department meetings are scheduled that include district level program coordinators, including IDEA, Perkins, Supplemental Academic Instruction, and Career and Technical education.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Sean C Kinsley	Principal
Lisa Mair	Parent
Cynthia Drefuss	Parent
Alodia Raney	Business/Community
Debby Stevens	Teacher
Nicole Spencer	Teacher
Catherine Hunt	Parent
Melanie Schwartz	Parent
Robert Zybut	Parent
Jennifer Aragon	Business/Community
Juan Alvarez	Business/Community
Nioka Sucre	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The School Improvement Plan was shared with members of the SAC. Data was also shared to determine if modifications were needed. SAC members had the opportunity to read the plan and make recommendations.

Development of this school improvement plan

For SY14 the Pine Ridge Middle School SAC is charged with collaboratively reviewing the School Improvement Plan and suggesting adjustments as determined necessary while monitoring of student progress. Input from Pine Ridge Staff was also requested based on the data analysis of district and state assessments.

Preparation of the school's annual budget and plan

The current SAC Budget for Pine Ridge is \$ 15,836.00. It was discussed at the September SAC Meeting that funds should be allocated to the Positive Behavior Support Program in place at Pine Ridge as well as safety and security for all students.

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

Funds from School Year 2013 were used to purchase student planners.

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

N/A

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Kinsley, Sean	Principal
Mankiewicz, David	Assistant Principal
Hernandez , Valerie	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Major initiatives include increasing learning gains in the lowest quartile by 5% as monitored by Achieve 3000 and the respective lexile levels demonstrated by students. Teachers will then change strategies regarding fluency, comprehension, and vocabulary instruction. The highest quartile of students (FCAT levels 4 and 5) will be instructed through strategies involving Junior Great Books, triads, PW Impact, upper lexile vocabulary, SAT practice reading, and advanced parts of speech.

Public and Collaborative Teaching

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

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

The Leadership Team has been identified from current staff members to assist with building a positive working environment at Pine Ridge. These members work with other staff members during the established common planning time to encourage collaborative planning for quality instruction. Administration attends meetings on a monthly basis to provide additional support. Teachers collaborate during monthly professional learning community meetings to identify students who

may be unsuccessful due to academic or behavioral issues. Teachers implement and monitor the Progress Monitoring Plans developed by the team for each student.

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

Peer Mentoring, monthly meetings with administrators, coordination with Division of Human Resources (Recruitment Fair, Transfer Fair). This is supervised by Principal, Sean C Kinsley.

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

Each teacher new to Collier County Public Schools is assigned a peer teacher certified in clinical education. School administration also provides like subject area and close proximity to each other's classrooms for ease of information sharing information such as: classroom management, CTEM, technology, PLC, parent communication, pupil progression, county assessments, Data Warehouse training, Early Release Day workshops, and end of year activities.

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

Data Analysis of district and state assessments is conducted throughout the year to ensure materials are aligned to Florida Standards. Lesson Plans are submitted electronically and are available for review to further verify the alignment is accurately planned for. The Collier Teacher Evaluation Model is also used by my administration to monitor the delivery of instruction and its alignment to the 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

Grade Level Professional Learning Communities, Common Planning and item analysis of Quarterly Assessments are ways to determine how to adjust the delivery of instruction to meet the needs of our diverse students. There is an expectation that data analysis will be used to drive instruction and lesson plans. This will facilitate differentiation of instruction and incorporate specific accommodations to meet the needs of various learners. The goal is to deliver instruction in different ways to meet all students. Whether it be adapted accommodations, of number of problems given in a math assignment or lengths of passages in a reading assignment, the goal is to meet the students needs at their learning level. ESE and ELL staff are also available to work with students to meet these expectations using a "Push-In", "Pull-Out" approach depending on the needs of the student.

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: Before School Program

Minutes added to school year: 12,000

One hour before regular school hours tutoring is provided without fee to students who voluntarily opt into the programs.

Strategy Rationale

Enrichment programs are also available to encourage higher order thinking skills development.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Kinsley, Sean, kinslese@collierschools.com

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

Tutoring is monitored by the instructor in charge of before and after school program. Grades are reviewed to ensure effectiveness. Enrichment activities are also monitored by instructional staff. Student performance on district and state assessments is analyzed.

Strategy: After School Program

Minutes added to school year: 12,000

One hour after regular school hours tutoring is provided without fee to students who voluntarily opt into the programs. Core subjects are addressed with additional help from the classroom teacher to provide the students with individualized support.

Strategy Rationale

Enrichment programs are also available to encourage higher order thinking skills development.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Kinsley, Sean, kinslese@collierschools.com

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

Tutoring is monitored by the instructor in charge of before and after school program. Grades are reviewed to ensure effectiveness. Enrichment activities are also monitored by instructional staff. Student performance on district and state assessments is analyzed.

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

At the beginning of May, 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, 5th graders across the district were transported by bus from their feeder school to their projected middle school for the same presentation the parents received the night before.

As for 8th to 9th grade transitions, collaboration takes place between the high schools and their feeder middle school. For example, at Pine Ridge last year, there was an 8th grade assembly with Barron Collier

High School High staff in the Spring. Additionally, Barron Collier staff came to Pine Ridge for a family night presentation presenting with Pine Ridge Staff.

Gifted Curriculum Specialists will be holding transition meetings with individual 8th grade gifted students and their parents to inform them of the many Advanced Studies opportunities available in the district.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

School counselors review students' schedules to determine appropriateness of career readiness courses.

Participation in the CCPS sponsored middle school initiative partnership with Junior Achievement (JA) of Southwest Florida brings the Economics for Success curriculum to the Pine Ridge 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

College and career readiness course offerings include Family and Consumer Science and Introduction to Information Technology to provide opportunity to students for career planning.

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

Course offerings at the middle school level include high school credit courses of Algebra and Spanish for those students who have appropriate test scores. College and career readiness courses will be offered as staff certification continues. Included this year (SY14/15) is Introduction to Information 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

N/A

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 we implement Content Area Literacy and Learning (CALL) as a school-wide initiative with the understanding that literacy skills are the basis for comprehending content, then lesson plans and instruction will feature specific writing activities and strategies.

- G2.** Rigor - School Initiative - If teacher questions and teacher/student discourse demonstrate a high level of rigor and cognitive complexity then students will have a deep understanding and knowledge consistent with the demands of the state standards (LAFS, MAFS, NGSSS.)

- G3.** Differentiated Instruction - If teachers will analyze and interpret ongoing assessment data they will be able to plan for instruction, intervention and enrichment.

Strategic Goals Detail

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

G1. If we implement Content Area Literacy and Learning (CALL) as a school-wide initiative with the understanding that literacy skills are the basis for comprehending content, then lesson plans and instruction will feature specific writing activities and strategies. 1a

G046427

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	82.0

Resources Available to Support the Goal 2

- 1. Staff who have been trained in reading strategies. 2. HMH curriculum guides in all English Language Arts classes
- 3. Opportunity to observe best practice in other classrooms. 4. Teachers to share ideas. 5. Notebooking, journaling 6 Math strategies that include developing formative and summative student evaluations to assist in determining the most effective teaching strategies. 7. Unique Learning System; instructional technology for FAA students

Targeted Barriers to Achieving the Goal 3

- Content area teachers are not trained in literacy.

Plan to Monitor Progress Toward G1. 8

7 content area teams collaborate and plan for units of instruction. This includes the development and discussion of assessments that would be part of that unit of instruction.

Person Responsible

Sean Kinsley

Schedule

Monthly, from 10/20/2014 to 3/30/2015

Evidence of Completion

CTEM (specifically elements 12,13, and 20) lesson plans, test scores

G2. Rigor - School Initiative - If teacher questions and teacher/student discourse demonstrate a high level of rigor and cognitive complexity then students will have a deep understanding and knowledge consistent with the demands of the state standards (LAFS, MAFS, NGSSS.) 1a

G046428

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	85.0
Math Gains	85.0

Resources Available to Support the Goal 2

- 1. Technology 2. On line resources 3. District coordinators will provide professional development in the area of rigor consistent with the state standards and the test item specifications.
- 4. The Advanced Studies Department has a menu of professional development options in the areas of differentiation, rigor, engagement, Webb's Depth of Knowledge, developing higher order questioning, and Kagan structures to support teaching strategies not only in advanced courses but at all levels. 5. Intertextual units 6. Discovery Education 7. Math formative/ summative testing strategies

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G2. 8

1. Common planning/PLCs allow for data analyzing and interpretation of data to plan instruction.

Person Responsible

Sean Kinsley

Schedule

Monthly, from 10/20/2014 to 3/30/2015

Evidence of Completion

CTEM, Lesson plans, student performance

G3. Differentiated Instruction - If teachers will analyze and interpret ongoing assessment data they will be able to plan for instruction, intervention and enrichment. 1a

G046429

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	82.0
AMO Math - All Students	83.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- 1. Common Planning by subject area. 2. Instructional Staff peer observation with the use of guest teachers.
- 3. Lesson plan template common to grade level and subject area teachers including gifted-endorsed teacher clearly documenting the curriculum modifications/differentiation for students who are gifted to address the EP goals. 4. The willingness of teachers to be observed. 5. Differentiated Summative and Formative Instrument 6. Discovery Education 7. Unique Learning System and instructional technology for FAA students

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G3. 8

1. Common planning/PLCs allow for data analyzing and interpretation of data to plan instruction.
2. Unique Learning System Monthly Benchmark Assessments and Checklists

Person Responsible

Sean Kinsley

Schedule

Monthly, from 10/20/2014 to 3/30/2015

Evidence of Completion

CTEM observations, lesson plans, student performance

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 we implement Content Area Literacy and Learning (CALL) as a school-wide initiative with the understanding that literacy skills are the basis for comprehending content, then lesson plans and instruction will feature specific writing activities and strategies. **1**

 G046427

G1.B1 Content area teachers are not trained in literacy. **2**

 B115049

G1.B1.S1 Teachers will use a variety of strategies to have students record or represent their learning, e.g., CCS: Higher-Order Thinking Questions, Summarizing, Paraphrasing, Entrance and Exit Cards, Academic Notebooks (with focused feedback), "Process Writing across Content Areas." Pertinent CTEM element: #13 Recording and Representing Knowledge. **4**

 S126618

Strategy Rationale

Documentation using these strategies assists students who are visual learners. It provides teachers with documentation that shows understanding of the standards presented. It also supports students who need to access this information throughout the year.

Action Step 1 **5**

1. Provide training for teachers not proficient in literacy strategies
2. Unique Learning System Monthly Benchmark Assessments and Checklists

Person Responsible

Sean Kinsley

Schedule

Monthly, from 10/20/2014 to 3/30/2015

Evidence of Completion

Literacy strategies are observed through CTEM

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

Common planning/PLCs allow for data analyzing and interpretation of data to plan instruction.

Person Responsible

Sean Kinsley

Schedule

Monthly, from 10/20/2014 to 3/30/2015

Evidence of Completion

Standardized test scores, EOCs

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

Common planning/PLCs allow for data analyzing and interpretation of data to plan instruction.

Person Responsible

Sean Kinsley

Schedule

Monthly, from 10/20/2014 to 3/30/2015

Evidence of Completion

Student performance on standard tests and EOC, teacher observation specifically focusing on elements #12, 13 and 20.

G2. Rigor - School Initiative - If teacher questions and teacher/student discourse demonstrate a high level of rigor and cognitive complexity then students will have a deep understanding and knowledge consistent with the demands of the state standards (LAFS, MAFS, NGSSS.) 1

G046428

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

B115050

G2.B1.S1 Teachers will engage students in work characterized by cognitively complex tasks that require them to: • Process new information (summarizing, jigsaw, reciprocal teaching, concept attainment). See pertinent CTEM elements and other strategies: No. 10 - Processing New Information Examine similarities and differences 17 - Examining Similarities and Differences Examine errors in reasoning (persuasive writing on both sides of an issue, defend a position, identify errors in logic or misinformation), 18 - Examining Errors in Reasoning Revise previous knowledge or understandings based on new information, 20 - Revising Knowledge 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), 12 - Recording and Representing Knowledge 4

S126619

Strategy Rationale

These strategies increase student ability to apply knowledge learned instead of recalling information only.

Action Step 1 5

Teachers will participate in district trainings to incorporate higher level tasks and activities in their instruction.

Person Responsible

Sean Kinsley

Schedule

Monthly, from 10/20/2014 to 3/30/2015

Evidence of Completion

Student performance on FSA/PARCC/quarterly benchmark tests/EOC's

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

Common planning/PLCs allow for data analyzing and interpretation of data to plan instruction.

Person Responsible

Sean Kinsley

Schedule

Monthly, from 10/20/2014 to 3/30/2015

Evidence of Completion

Student assessments

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

CTEMS, lesson plans, common planning, Lesson Plan Checklist for Challenge and Rigor

Person Responsible

Sean Kinsley

Schedule

Monthly, from 10/20/2014 to 3/30/2015

Evidence of Completion

Usage reports from Achieve 3000 and student/school reports from FAIR-FS to evaluate student growth in the area of reading.

G3. Differentiated Instruction - If teachers will analyze and interpret ongoing assessment data they will be able to plan for instruction, intervention and enrichment. 1

G046429

G3.B1 Teachers have not been trained in/do not use teaching models that feature interactive learning and differentiated instruction. 2

B115051

G3.B1.S1 Lesson plans and classroom instruction will routinely feature differentiated content, process, product or learning environment based on the specific needs of individual students identified as *ESE, ELL, 504, Gifted, and other demonstrated needs). Pertinent CTEM elements: 1 - Providing Clear Learning Goals and Scales, 2 - Tracking Student Progress, 39 - Communicating Value and Respect for Low Expectancy Students, 40 - Asking Questions of Low Expectancy Students, 41 - Probing Incorrect Answers with Low Expectancy Students. 4

S126620

Strategy Rationale

Differentiation among the wide range of learning styles is crucial in ensuring the success of all our students. These strategies provide students of various learning levels the opportunity to reach their maximum learning potential.

Action Step 1 5

Common planning and subject area PLCs with protocols (template and rubrics, respectively) will provide opportunities for teachers to collaborate during weekly meetings.

Person Responsible

Sean Kinsley

Schedule

Monthly, from 10/20/2014 to 3/30/2015

Evidence of Completion

At completion, all CTEM observations and all lesson plans will reflect differentiation

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

Common planning/PLCs allow for data analyzing and interpretation of data to plan instruction.

Person Responsible

Sean Kinsley

Schedule

Monthly, from 10/20/2014 to 3/30/2015

Evidence of Completion

Lesson plans, CTEM, minutes of PLCs

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

Common planning/PLCs allow for data analyzing and interpretation of data to plan instruction.

Person Responsible

Sean Kinsley

Schedule

Monthly, from 10/20/2014 to 3/30/2015

Evidence of Completion

Lesson plans, minutes of PLCs, test scores

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	1. Provide training for teachers not proficient in literacy strategies 2. Unique Learning System Monthly Benchmark Assessments and Checklists	Kinsley, Sean	10/20/2014	Literacy strategies are observed through CTEM	3/30/2015 monthly
G2.B1.S1.A1	Teachers will participate in district trainings to incorporate higher level tasks and activities in their instruction.	Kinsley, Sean	10/20/2014	Student performance on FSA/PARCC/ quarterly benchmark tests/EOC's	3/30/2015 monthly
G3.B1.S1.A1	Common planning and subject area PLCs with protocols (template and rubrics, respectively) will provide opportunities for teachers to collaborate during weekly meetings.	Kinsley, Sean	10/20/2014	At completion, all CTEM observations and all lesson plans will reflect differentiation	3/30/2015 monthly
G1.MA1	7 content area teams collaborate and plan for units of instruction. This includes the development and discussion of assessments that would be part of that unit of instruction.	Kinsley, Sean	10/20/2014	CTEM (specifically elements 12,13, and 20) lesson plans, test scores	3/30/2015 monthly
G1.B1.S1.MA1	Common planning/PLCs allow for data analyzing and interpretation of data to plan instruction.	Kinsley, Sean	10/20/2014	Student performance on standard tests and EOC, teacher observation specifically focusing on elements #12, 13 and 20.	3/30/2015 monthly
G1.B1.S1.MA1	Common planning/PLCs allow for data analyzing and interpretation of data to plan instruction.	Kinsley, Sean	10/20/2014	Standardized test scores, EOCs	3/30/2015 monthly
G2.MA1	1. Common planning/PLCs allow for data analyzing and interpretation of data to plan instruction.	Kinsley, Sean	10/20/2014	CTEM, Lesson plans, student performance	3/30/2015 monthly
G2.B1.S1.MA1	CTEMS, lesson plans, common planning, Lesson Plan Checklist for Challenge and Rigor	Kinsley, Sean	10/20/2014	Usage reports from Achieve 3000 and student/school reports from FAIR-FS to evaluate student growth in the area of reading.	3/30/2015 monthly
G2.B1.S1.MA1	Common planning/PLCs allow for data analyzing and interpretation of data to plan instruction.	Kinsley, Sean	10/20/2014	Student assessments	3/30/2015 monthly
G3.MA1	1. Common planning/PLCs allow for data analyzing and interpretation of data	Kinsley, Sean	10/20/2014	CTEM observations, lesson plans, student performance	3/30/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	to plan instruction. 2. Unique Learning System Monthly Benchmark Assessments and Checklists				
G3.B1.S1.MA1	Common planning/PLCs allow for data analyzing and interpretation of data to plan instruction.	Kinsley, Sean	10/20/2014	Lesson plans, minutes of PLCs, test scores	3/30/2015 monthly
G3.B1.S1.MA1	Common planning/PLCs allow for data analyzing and interpretation of data to plan instruction.	Kinsley, Sean	10/20/2014	Lesson plans, CTEM, minutes of PLCs	3/30/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If we implement Content Area Literacy and Learning (CALL) as a school-wide initiative with the understanding that literacy skills are the basis for comprehending content, then lesson plans and instruction will feature specific writing activities and strategies.

G1.B1 Content area teachers are not trained in literacy.

G1.B1.S1 Teachers will use a variety of strategies to have students record or represent their learning, e.g., CCS: Higher-Order Thinking Questions, Summarizing, Paraphrasing, Entrance and Exit Cards, Academic Notebooks (with focused feedback), "Process Writing across Content Areas." Pertinent CTEM element: #13 Recording and Representing Knowledge.

PD Opportunity 1

1. Provide training for teachers not proficient in literacy strategies 2. Unique Learning System Monthly Benchmark Assessments and Checklists

Facilitator

Trained staff on site District administrators

Participants

Administration and instructional staff

Schedule

Monthly, from 10/20/2014 to 3/30/2015

G2. Rigor - School Initiative - If teacher questions and teacher/student discourse demonstrate a high level of rigor and cognitive complexity then students will have a deep understanding and knowledge consistent with the demands of the state standards (LAFS, MAFS, NGSSS.)

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

G2.B1.S1 Teachers will engage students in work characterized by cognitively complex tasks that require them to:

- Process new information (summarizing, jigsaw, reciprocal teaching, concept attainment). See pertinent CTEM elements and other strategies: No. 10 - Processing New Information Examine similarities and differences
- 17 - Examining Similarities and Differences Examine errors in reasoning (persuasive writing on both sides of an issue, defend a position, identify errors in logic or misinformation),
- 18 - Examining Errors in Reasoning Revise previous knowledge or understandings based on new information,
- 20 - Revising Knowledge 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),
- 12 - Recording and Representing Knowledge

PD Opportunity 1

Teachers will participate in district trainings to incorporate higher level tasks and activities in their instruction.

Facilitator

District and school based staff members

Participants

Administration and staff

Schedule

Monthly, from 10/20/2014 to 3/30/2015

G3. Differentiated Instruction - If teachers will analyze and interpret ongoing assessment data they will be able to plan for instruction, intervention and enrichment.

G3.B1 Teachers have not been trained in/do not use teaching models that feature interactive learning and differentiated instruction.

G3.B1.S1 Lesson plans and classroom instruction will routinely feature differentiated content, process, product or learning environment based on the specific needs of individual students identified as *ESE, ELL, 504, Gifted, and other demonstrated needs). Pertinent CTEM elements: 1 - Providing Clear Learning Goals and Scales, 2 - Tracking Student Progress, 39 - Communicating Value and Respect for Low Expectancy Students, 40 - Asking Questions of Low Expectancy Students, 41 - Probing Incorrect Answers with Low Expectancy Students.

PD Opportunity 1

Common planning and subject area PLCs with protocols (template and rubrics, respectively) will provide opportunities for teachers to collaborate during weekly meetings.

Facilitator

School based and district staff

Participants

Administration and staff

Schedule

Monthly, from 10/20/2014 to 3/30/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0