

**FLORIDA DEPARTMENT OF EDUCATION
&
THE MANATEE COUNTY SCHOOL DISTRICT**



**School Improvement Plan (SIP)
Form SIP-1
Non-Title I Middle Schools**



2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Nolan Middle School	District Name: Manatee
Principal: Nancy High	Superintendent: Dr. Tim McGonegal
SAC Chair: Robyn Richards	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

Additional Requirements

Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team, RTI Team, Child Study. Steve Zickafoose, Diane Rawley, Frank McNellis, Shirley Hurley, Pat Wingenfield, Carol Landsberg, Scott Blum
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The team meets monthly, at Nolan Middle School. Diane Rawley, Nolan ESE Department Chair and Child Study Chair facilitates the meetings. After data analysis of progress monitoring assessments, the team determines supports that can be put in place to assist a student not advancing at the normal rate. The team will graph a student's performance over a period of time and determine if the student is progressing on grade level.

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Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP? The team evaluates student progress and determines the support a student will need if they are not being successful.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Benchmark Assessment, FCAT, FAIR, RAPS, STAR, grade book grades, anecdotal and discipline records.

Describe the plan to train staff on MTSS.

Professional Learning Collaboration occurs with staff to explain MTSS

Describe plan to support MTSS. Weekly professional learning collaboration faculty, department and grade level, RTI/Child Study Team meetings weekly

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT). Nancy High, Nancy McGinnis, Tamara Cornwell, Steve Zickafoose, Frank McNellis, Shirley Hurley, MaryAnne Maginot, Jason Troop, Diane Vestrand, Carrie Rainwater, Kristen Cunningham, Pam Rahn

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The SLLT meets once a month, before school, for an hour. The leadership team collaborates and makes decisions after hearing the views of the team members and their constituents.

What will be the major initiatives of the LLT this year? Collaboration to determine the best way to begin implementation of Common Core and how to meet our School Improvement Goals in Reading, Writing, Math and Science.

Lesson Study

Lesson Study

Identify the Lesson Study Plan for your school bimonthly, departments and grade level teachers will collaborate to plan lesson, and examine student work.

Describe how the Lesson Study Plan will be implemented. The Lesson Study Plan will begin with the bimonthly collaboration of departments and grade level teachers.

What will be the major initiatives of the Lesson Study Plan this year? To examine student work and determine if the standards for the subject are being mastered.

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PART II: EXPECTED IMPROVEMENTS

Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Goals (Subject)		Problem-Solving Process to Increase Student Achievement			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>GOAL MATH: By May, 72% of all students will be proficient, Level 3 or above, on 2013 FCAT Mathematics.</p>	<p>Parents not agreeing to allow student to take the ASCEND math remediation course, during the school day.</p> <p>Attendance, student motivation, Language, lack of pre-requisite skills, lack of parental support</p>	<p>Identify the Bottom Quartile Students and Level 1 and 2 students will participate in the ASCEND math remediation program, during 2nd and 3rd quarters.</p> <p>Boost Parent Portal enrollment; positive reinforcement; rewards/recognition for accomplishment</p>	<p>Ms. Maginot</p> <p>Attendance clerk, Data Coach, Mathematics Teachers, Administrators, Adult Mentors, Parents</p>	<p>Baseline data collected on student's grade level performance. Quarterly assessment to determine students achievement level.</p> <p>data collecting, teacher observations, Benchmark Assessments 1 and 2, FCAT 2011</p>	<p>ASCEND program assessment</p> <p>report generated from data, teacher observation</p>

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	<p>Parents not willing to place students in the most rigorous level of math courses</p>	<p>nts; AM tutoring (teacher, migrant, NJHS); mentorships; use of manipulatives; use of interactive smart boards</p> <p>Students with high level FCAT and good grades in math will be placed in advanced math courses</p> <p>Positive reinforcement of achievements, verbal recognition, differentiated instruction - above level</p>	<p>Ms. Maginot Ms. Hurley Mr. McNellis</p> <p>administrators, teachers</p>	<p>FCAT scores Academic course grades and recommendations from teachers and parents</p> <p>collecting data on Benchmark 1 & 2 2012 FCAT</p>	<p>FCAT</p> <p>The increase/decrease on Benchmark 1 & 2 2012 FCAT</p>
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* Explain your school’s goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

A 5% increase of Nolan students at proficient level in math when assessed on 2013 FCAT Math. E M H students will be assessed with the Florida Alternate Assessment and the students will show a 5% increase in performance. CELLA will be administered for our ELL students and there will be a 5% increase in performance.

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Goals READING	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
By May 2013, 75% of all students will be proficient as indicated by FCAT 2.0 Reading.	<ul style="list-style-type: none"> •Time •Fear of teaching reading 	<ul style="list-style-type: none"> • Identify who are <i>bottom quartile students</i> are and communicate that by teacher to ensure proper use of resources and support. 	Mr. Zickafoose	Peer Review of list	List of students
		<ul style="list-style-type: none"> • Diagnose and monitor bottom quartile students reading growth via FAIR, reading program, or other. (BRIM) 	Mr. Zickafoose	Teacher review of student data	FAIR Website showing 90%+ assessed
		<ul style="list-style-type: none"> • Assess all students with RAPS 360 as a pilot to identify reading needs. 	Ms. Rahn/ Boculac	Administrative review of student data	Mindplay database summary
		<ul style="list-style-type: none"> • Provide professional development to teach CLOSE reading. 	Mr. Troop	Exit Slips	Exit Slips
		<ul style="list-style-type: none"> • Vocabulary building/word attack skills add to word wall (COW) 	Mr. Zickafoose	Vocabulary assessments in classroom	Classroom Walk-Through Observation tool
		<ul style="list-style-type: none"> • Read aloud and think aloud 	Mr. Zickafoose	Classroom Walk-	Classroom Walk-

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		to model reading of informational text.		Through	Through Observation tool
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** Explain your school’s goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

A 5% increase in Nolan students at the proficient level in reading when assessed on 2013 FCAT 2.0 Reading. E M H students will be assessed with the Florida Alternate Assessment and the students will show a 5% increase in performance. CELLA will be administered for our ELL students and there will be a 5% increase in performance.

- When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Goals WRITING	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
By May 2013, 83% of all students will be proficient as indicated by FCAT 2.0 Writing.	<ul style="list-style-type: none"> •Time management / frustration •Fear of writing comparison by teacher •Too much writing •Access to technology 	<p>Teacher/peer/self feedback on their writing based on Nolan Writing Expectations</p> <p>School-wide strategy: Read info text and write a summary to argument to analysis (SC/SS,etc)</p> <p>LA department provides PD using the <u>writing expectations</u> and a rubric and demonstrating how it plays out in other</p>	<p>Mr. Zickafoose</p> <p>Mrs. Cornwell Mrs. McGinnis Mr. Zickafoose</p> <p>Mrs. Hale</p>	<p>PDP alignment Samples of writing Reflective conversations in department meetings</p> <p>Walk-through data Samples of writing Reflective conversations in department meetings collecting data on Benchmark 1 & 2 2012 FCAT</p> <p>Observations of implementation in non-LA classes</p>	<p>The increase/decrease on Benchmark 1 & 2 2012 FCAT</p> <p>report generated from data, teacher observation</p> <p>PD evaluations Samples in Teacher evaluations</p>

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		disciplines			
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** Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

A 5% increase in Nolan students at the proficient level in writing when assessed on 2013 FCAT 2.0 Writing. E M H students will be assessed with the Florida Alternate Assessment and the students will show a 5% increase in performance. CELLA will be administered for our ELL students and there will be a 5% increase in performance.

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Goals SCIENCE	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>1. The use of interactive notebooks throughout 6th, 7th and 8th grade science (AVID strategy) 80% of our students will have met mastery (70%) by the end of the third quarter as shown by the final notebook grade.</p> <p>2. Literacy Analysis: Cause and Effect: Focus on Literacy Analysis (reading): The Nature of Science (tracking the bottom quartile; all grades; tracking for three years) in Benchmarks.</p> <p>3. Science has agreed to incorporate Investigative Science Probes/Formative Assessments during each unit as defined by grade level</p>	<p>1. Student enrolled after the beginning of 3rd quarter (Mastery could not be achieved).</p> <p>2. Need training on analyzing literacy levels and how to monitor continuous reading gains (what instrument?)</p> <p>3. Understanding of writing expectations and accurately monitoring students gains or loses.</p> <p>4. Time to analyze strand out of benchmark results.</p>	<p>1. All Science teachers will incorporate the use of interactive notebooks as part of their daily instruction. Weekly notebook checks will monitor progress.</p> <p>2. A.) The most common benchmark assessed throughout 6th, 7th, and 8th grades fall within Reporting Category 1 (Nature of Science). B.) The biggest growth area for Nolan students also falls within this category. C. The 5 benchmarks within this category will be used to monitor and instruct throughout 6th, 7th, and 8th grades.</p>			

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<p>curriculum. These assessments will be evaluated using the "Nolan's Writing Expectations," this is a school wide initiative.</p> <p>4. Math: focus on the Measurement strand *Pre/Post Test Evaluation will show gains in the bottom quartile (80% of students will make gains on the pre/post test) goal of 3% gain in science FCAT scores, as they relate to the category of Nature of Science Strand.</p>		<p>D. For the purposes of monitoring, only the Bottom Quartile (BQ) in Reading in each grade will be tracked to identify areas to reteach heightened instructional focus.</p> <p>E. After the first unit (Nature of Science) all students will be given a 25 question pre-assessment based on this reporting area.</p> <p>F. During the 6-7 remaining units before FCAT in the Spring, Five mini-assessments will be developed to monitor students' growth in category.</p> <p>G. Instruction between the mini-assessments for these benchmarks will mostly be via the Jumpstart/Bell work assignments.</p> <p>H. As we begin the instruction/monitoring process, adaption and flexibility will be required.</p> <p>I. Each BQ student who is monitored will have a folder and 'data chats' will be occurred to help support student ownership of the goals.</p> <p>J. Teacher PDP can align to this work.</p> <p>3. Science uses specific writing design within the</p>			
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		<p>classroom to include;</p> <p>a. All sentences begin with a capital letter.</p> <p>b. All sentences end with the correct punctuation.</p> <p>c. All final writing assignments are proofread for spelling and grammar errors.</p> <p>d. All final writing assignments are legible</p> <p>e. All final writing assignments are neat, complete, and turned in on time.</p> <p>4.Science will include conversion techniques during all measurement activities and monitor for mastery.</p>			
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** Explain your school’s goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

A 5% increase in Nolan students at the proficient level in writing when assessed on 2013 FCAT Science. E M H students will be assessed with the Florida Alternate Assessment and the students will show a 5% increase in performance. CELLA will be administered for our ELL students and there will be a 5% increase in performance.

Algebra End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
100% of Nolan students were proficient on the 2012 Algebra EOC. 37 7 th graders-mean score 439, 54 8 th graders-mean score 435. Increase mean score in both grade levels by 10 points.	More students being identified to participate in Algebra. Students placed in Algebra may struggle and	Tutoring in the mornings and after school for students struggling. Place students in AVID and allow	Eusebi, Gee	Benchmark Assessments, course work, grades	Algebra Benchmark, Test, Quizes, Classwork, Algebra Semester Exam and Algebra EOC

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	need additional support.	them to participate in the tutorials.			
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** Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

By May 2013, the mean score on the Algebra EOC will increase by 10 points. 7 th grade 439 to 449 and 8 th grade 435 to 445.

Geometry End-of-Course Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
19 students were in Geometry last year.	1 st year we will have a mean scale score for EOC Geometry.	Tutoring in the mornings, after school and weekend. Students in AVID class	Maginot	Benchmark Assessments, course work, grades, test and quizzes	Geometry Benchmark Test, Quizzes, Classwork, Geometry Semester Exam and Geometry EOC

** Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

100% of Nolan Geometry students will pass the Geometry EOC exam.
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Civics End-of-Course (EOC) Goals – Middle and High School (if administered)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Civics EOC Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
As this is the baseline year for EOC civics, by May of 2013, 90% of all 7 th grade	Lack of test information	7 th grade students will complete the	Nancy McGinnis	Lesson Plan/NGSSS	Percentage passing on

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students will demonstrate mastery on the EOC Civics Examination	clarity. New textbooks. New preparation and planning for teacher instruction.	Civics course with the assigned instructor utilizing primary and secondary resources, textbook, and teacher's TSR.	James Walker Jaime Lowe Kim Guerra Chris Robinson	Alignment/PDP alignment Walkthrough and Observation data. Reflective conversations in department meetings	EOC.
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** Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

90% of 7th graders will pass the EOC. ESE and ELL students will be assessed using the appropriate accommodations or modifications for their handicapping abilities or language deficits.

History End-of-Course (EOC) Goals – Middle and High School (if administered)

*When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					

** Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

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Professional Development at Your School

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school’s DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select “checked” under “Default Value” header; 3. Select “OK”, this will place an “x” in the box.)

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the “Upload” page

School Advisory Council (SAC)

SAC Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting “Yes” or “No” below.

Yes No

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.
Nolan Middle School Advisory Council meets once a month to discuss school improvement related issues and to give input to the administration on ways to promote school improvement. SAC is responsible for determining how the SAC funds will be used for school improvement. SAC assists in planning parent events to assist Nolan in partnering with our Nolan families.

Describe the projected use of SAC funds.	Amount
Tutoring math and reading	5,000.00