St. Cloud Middle School

2015-16 School Improvement Plan

St. Cloud Middle School

1975 S MICHIGAN AVE, St Cloud, FL 34769

www.osceola.k12.fl.us

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	60%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	47%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	B	B

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Osceola 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Student Achievement is our #1 Priority.

Provide the school's vision statement

St. Cloud Middle School strives to be a collaborative group of learners with student achievement being our #1 priority.

School Environment

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

St. Cloud Middle school learns about our students' cultures and builds relationships between teachers and students in multiple ways.
* We have a homeroom period that meets every day. It is during this time that our teachers work with a small group of students helping them track their GPA and current class grades, students set personal and academic goals, help with missing work and organization skills. The homeroom teacher becomes that campus mentor for their class, investing in their students.
*Guidance has set-up a mentor-mentee program to provide support for our at-risk students, who show up on our Early Warning System reports. Mentors reach out to their mentees at least 2-3 per week, if not more often.
* Parent nights and parent-teacher conferences help bridge the gap in the relationship between school and home. It is during these meetings that we learn valuable information regarding the individuality of our students.
* The AVID program is made up of 200 students that are very diverse, but are all focused on growing academically and personally as they all work toward a common goal of going to college. During the AVID elective students build a strong community as they tutor one another, set goals, have debates and discussions about current events, complete community projects and much more. The AVID elective teacher is a crucial piece in helping our AVID students be successful in the classroom and in their relationship building with their peers and teachers.
* Our PBS program helps cultivate a positive relationship between faculty/staff and students. By rewarding students for their positive behavior and academic progress, students learn to value their positive choices. We use school money, activities and field trips to reward our students. (Our discipline office also has discipline contracts in place to help support students who are not making these positive choices.)
* Other supports that are in place to help the school learn about students' cultures and build relationships include: FOCUS demographic info, guidance, MTSS, ESE/504 departments, fine arts programs, athletics and other academic clubs.

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

The administrative staff is on duty before school starting at 7:00am, between bell changes, during all three lunches, and after school during dismissal. Also, during bell changes, teachers monitor the hallways and classrooms. They are constantly reinforcing rules and expectations from bell to bell. Teachers are also available to meet with students before school, after school and at lunch.
Our guidance and discipline offices also provide support to help students feel safe and respected.

The two offices work along side each other to run a strong bully prevention program, and also provide targeted support, through behavior contracts, for our students who receive multiple referrals during the school year. The goal is to help students cultivate positive self-esteems and help them learn positive conflict-resolution skills.

In addition, SCMS offers many clubs and programs that promote student interests and provide extended learning opportunities outside the classroom. These clubs and programs include: PBS, Drama, Chorus, Orchestra, Band, Athletics, Battle of the Books, Science Olympiad/Smackdown team, Math Olympiad team, Rescue (Animal) Club, and others.

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

St. Cloud Middle School is a PBS school. Teachers receive follow-up PBS training each year, and there is a PBS team that meets monthly to support our Gold Star program. The school's positive behavior support system is set in place to reward students for positive behavior and adhering to school rules. We reward students through school money, positive referrals, activities and field trips. As well as, some teachers setting up their own "store" in their classrooms.

In addition to this, teachers set up their individual classroom policies and procedures that students are expected to follow. Teachers act as the classroom disciplinarian and work to correct student behavior in class. Students are given minors to try and correct their behavior. Parents are contacted with each minor infraction completed. Once a student collects three minors for the same behavior, on the fourth incident, the teacher writes a detailed referral and the incident is then handled by deans. The deans use a progressive discipline policy that follows the school district's discipline matrix. If students need to write a statement, they receive a pass to the dean's office where the students completes the form. Guidance is also available to help support any disciplinary and non-disciplinary needs.

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

St. Cloud Middle School has two guidance counselors that provide services for the students at the school along with a school psychologist, and school social worker. The school also has an MTSS Team and that puts together a Mentor list based on information form the latest EWS report. The current report identifies 251 current 7th and 8th grade students who are in need of services.

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

St. Cloud Middle School has identified three indicators that will be used for the EWS. The three indicators are number of grades retained, attendance, and referrals.
The first indicator is number of grades retained. In this category we set one grade retained as the number to qualify a student.
The second indicator is attendance. In this category we set 18 as the number of absences to qualify a student.
The third indicator is referrals. In this category, we set four as the number of referrals to qualify a student.

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	0	50	33	83
One or more suspensions	0	49	37	86
Course failure in ELA or Math	0	5	2	7
Level 1 on statewide assessment	0	76	47	123
Grades retained (1 or more)	60	63	64	187
Number of referrals (4 or more)	50	32	38	120
	0	0	0	
	0	0	0	
	0	0	0	
	0	0	0	
	0	0	0	
	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	**7**	**8**	
Students exhibiting two or more indicators	12	31	35	78

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

St. Cloud Middle School has set in place a school wide mentoring program, a 20 minute homeroom period daily, and an MTSS Committee.

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

St. Cloud Middle School holds various parent nights throughout the school year. These parent nights include Open House, technology 411, AVID events and other "workshops" focused on how to help students academically. SCMS uses the FOCUS calendar and IRIS phone calls to keep parents informed about the upcoming events and activities for students and families. SCMS has shown to have great parent involvement within our fine art programs and athletics. Our Oasis Liason also

works with our parent volunteers to get them plugged into school events and day-to-day activities at the school.

SCMS uses FOCUS Gradebook, grade reports (progress and report cards), teacher-parent emails and parent conferences to keep parents informed of their child's academic progress.

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

St. Cloud Middle school has a business liason that communicates with local business concerning school events. These business partners come in and volunteer time and/or resources to help make the event successful. Our business partners also provide resources for acknowledging student success in the classroom.

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:

Name	Title
Chiavini, Cindy	Principal
Harrell, Christina	Assistant Principal
Rademacher, Thomas	Assistant Principal
Zenzel, Jonathan	Dean
O'Meally, Leonie	Instructional Coach
Piasecki, Kim	Other
Allen, Carrollyn	Other
Hoffman, Nicole	Guidance Counselor
Beard, Britney	Guidance Counselor
Bogaenko, Nancy	Dean

Duties

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

The SCMS Leadership team consists of:
1. Cindy Chiavini, Principal/administrator - in charge of financial, curricular, and instructional resources
2. Thomas Rademacher, Assistant Principal - in charge of curricular and instructional decisions
3. Christina Harrell, Assistant Principal - in charge of curricular and instructional decisions
4. Leonie O'Meally, Reading Coach - provides curricular intervention for reading teachers and call reading group intervention
5. Kim Piasecki, Testing Coordinator - provides progress monitoring data for district and state assessment
6. Jonathan Zenzel, Dean of Students- provides 6th-8th grade level discipline and EWS data
7. Nancy Bogaenko, Dean of Students - provides 6th-8th grade level discipline and EWS data
8. Carrollyn Allen, ESE Resource Compliance Specialist - provides ESE data
9. Nicole Hoffman, Guidane Counselor, 504 & FIT Coordinator

10. Britney Beard, Guidance Counselor/MTSS Coach - data collection and analysis, Problem Solving Team Coordinator, liason with district lead counselor and district MTSS Coordinator for interfacing district policy with MTSS/RtI school implementation.

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

The SCMS MTSS Problem Solving Team (PST) meets the first Friday of each month and will identify, through dissaggregation of data and teacher input, students who require close monitoring and/or intervention to encourage behavioral and/or academic progress. The progress monitoring process is as follows:
Effectiveness of core instruction; data driven from STAR program and PLATO for student progress, and TeenBiz used for instruction.
Resource Allocation; computer labs, double reading block, and intensive math curriculum.
Teacher Support; Administration, guidance, reading coach, learning resource specialist, PLC
Small Group; Individual and small groups in classrooms and/or assistance from reading coach, learning resource specialist and guidance student support services.
Supplemental Academic Instruction (SAI)
To ensure that students in core academic courses are excelling, we have created remediation programs for those courses. It helps those students struggling, as well as provide enrichment activities. In addition, we have remediation groups for our Algebra I and Biology I Dual Enrollment students.
Title I, Part A
To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school remediation groups, and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Reading and Math Coaches develop and lead programs based on Common Core Standards curriculum/behavior assessment and intervention approaches
Title I, Part C-Migrant
When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met.
Title I Part D
When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.
Title II
Professional Development is provided for PDA+, Math Solutions, and Marzano Research Laboratory. It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation
Title X
To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.
Additional Information:
* Approved agencies will be used as needed for students . These agencies will be integrated in the school through the guidance department (grief groups, anger management groups, etc.)

* Instrument Repair funds will be used to repair band and orchestra equipment.
* Funds will also be used to support our school-wide Positive Behavior Support System (PBS). We purchase items for the school "store" through our coordinator.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Cindy Chiavini	Principal
Tina Wybiral	Teacher
Lisa Ciolkosz	Education Support Employee
Julie Owens	Teacher
Asley Webb	Teacher
Bridget Clark	Parent
Missy Mann	Education Support Employee
Kathy Ferguson	Parent
Catherine King-Chaparkoff	Parent
Aleida Martinez	Parent
Nanette Davis	Parent
Wade Davis	Parent
Judith Genao	Parent
Mary Graham	Parent
Nancy Bogaenko	Teacher

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

In 2014-15, SAC approved the SIP and it's goals and targets generated by administration and the faculty

Development of this school improvement plan

SAC approves the SIP plan.

Preparation of the school's annual budget and plan

SAC committee reviews improvement funds requests from SCMS teachers and staff. So far for the 2015-16 school year Agendas have been purchased for all students.

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

School Improvement funds were used to support student organization, increase technology in the media center and to support instruction for our gifted and remedial math programs.
2014-15 Student Planners $2,254.00
Up Front Class Set of Magazine Subscription $ 328.35

IPad Mini for Media Center $ 676.00
Board Games for Intensive Math Lab $1,284.19

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:

Name	Title
Chiavini, Cindy	Principal
Rademacher, Thomas	Assistant Principal
Harrell, Christina	Assistant Principal
O'Meally, Leonie	Instructional Coach
Piasecki, Kim	Other

Duties

Describe how the LLT promotes literacy within the school

There are several initiatives in place to promote literacy at SCMS, which include: We have Drop Everything And Read (DEAR) time every Wednesday morning, during homeroom; STAR and TeenBIZ is being implemented; #MustangMustRead Initiative focused on increasing student independent reading; academic vocabulary review during lunch; and we are offering a second round of professional development (CAR-PD) centered around using effective reading strategies to teach content material.

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

SCMS teachers are active members of Professional Learning Communties (PLC) within each subject area. Teachers meet at least once a week to discuss collaborative planning, instruction, assessment, and data analysis of SCMS students. In addition, teachers meet one Wednesday afternoon a month, as a PLC, to allow for more collaboration and further their education through professional development.

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

SCMS uses several strategies to recruit, retain and cultivate strong and effective teachers. The principal is responsible for teacher recruitment and retention. We have restructured our interview questions to reflect standards based instruction and collaborative planning among peers. We also use our Mentor-Mentee (new teachers) and professional development programs to develop and support highly qualified teachers.

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

Each new person to the field of teaching receives a mentor in the same content area. First year teachers are also required to complete observations of their mentor and other teachers. In addition, we also have monthly Mentor/Mentee meetings to discuss their certification process, collaborate on common issues, and share new ideas.

All new teachers to the school receive a "friend" or "buddy" to answer school procedural questions. This year, all teachers will also complete teacher observations to help facilitate collaboration.

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

St. Cloud Middle School has several steps in place to insure that core instructional programs and materials are aligned with Florida standards: We adopt and purchase curriculum based on district directive, which is based on a leadership team's thorough analysis of the curriculum's alignment with state standards; teachers are required to identify the Florida standards that align with their weekly lesson plans; teachers are active members of PLCs, which require teachers to identify essential state standards, build common assessment based on Florida standards, and analyze student mastery of these state 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

St. Cloud Middle School uses data in the following ways: teachers use state, district and STAR testing data to differentiate instruction within the classroom; PLCs use common assessment data to differentiate instruction and analyze lesson planning; administration uses state and STAR testing to provide intervention and remediation in Math and Reading (Int. Math Lab & Small Groups for Reading); Homeroom classes are rebuilt during the school year based on teacher requests for extra support for struggling learners in their regular academic classes.

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

Strategy: Extended School Day

Minutes added to school year: 7,920

St. Cloud Middle School offers various programs throughout the academic year to support growth and success in the classroom. The Stampeding Toward Academic Success Program provides an opportunity for students who failed one of more academic classes during a quarter to come after school for assistance. Students are identified and invited to come to the program that meets two days a week. Jonathan Zenzel and Nancy Bogaenko along with St. Cloud High School volunteer students assist these struggling students. The Algebra and Biology Remediation Program provides an opportunity for students in these two high school credit courses. Students are invited based on their performance and academic assistance is provided to these students through the use of Algebra Nation, high school volunteers, and teachers. Another program offered to students is Boot Camp. This program is offered to students to help them prepare for end of the course exams. We offer 8th grade Science, Biology, Algebra, and Civics Boot Camps. These reviews sessions are run by the content area teachers and assisted by the deans. Finally, St. Cloud Middle School provides an opportunity to students to compete in the Osceola School District Science Olympiad and Middle School Math Competition.

Strategy Rationale

The rationale for this extra level of service is based on, the need for more intensity, insufficient time to address generalization and practice of skills, and/or the need for one on one opportunities that may not feasible within the regular school day.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Zenzel, Jonathan, zenzelj@osceola.k12.fl.us

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

FOCUS Reports
STAR Reports

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

St. Cloud Middle School guidance counselors visit local elementary schools, in the Spring, and share information about our school's expectations, available courses, and answer any other student questions. In addition, SCMS holds a 6th grade orientation night where incoming 6th grade students, and their parents, come and learn about daily routines, courses offered, resources available, and get to meet teachers and administrators.
At all grade levels, SCMS students attend Open House the week before school to meet teachers and familarize themselves with their class schedule. We will also conduct an additional Open House 4

weeks into the school year, so that parents can come and follow their students schedule to hear important information from their student(s)' teachers.

Outgoing 8th grade students hear presentations from local high schools and are given a chance to sit down one-on-one with high school guidance counselors to pick their schedules for 9th grade.

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

The Florida CHOICES Planner is used to promote academic and career planning and course advising. Students receive instruction on creating a CHOICES account portffolio and exploring their options by taking an assessment on their interests, work values, and basic skills. The results of the inventories match the students' interests with lists of career choices including post-secondary schools and scholarship opportunities. The guidance counselors provide instruction and materials on middle and high school curriculum and course selections. During the first week of October, College and Career week is celebrated by students and faculty engaging in activities that promote awareness and readiness of future options.

The AVID program at SCMS is dedicated to helping support students whose goals are to attend college after high school. We target students who have shown statistically to not attend college due to factors outside their control and lack of motivation. For the 2015-16 school year, an additional 50 students will enter the program for a total of 200 students. The students in AVID are on a path to take high school credit course(s) in their 8th grade year, which will put them on an acceleration path headed to college. Students in the program research careers and colleges and visit college campuses during the school year. In addition to those students within the AVID program, SCMS utilizes AVID strategies and best practices throughout all classrooms.

Other career and college awareness strategies at SCMS: College Week in the fall, College t-shirt day (once a month), guest speakers, business-technology courses offered and field trip to Finance Center (AVID).

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

SCMS offers several high school credit course for our 8th graders to help them advance academically. These Dual Enrollment courses allow students to complete high school courses early, so there is more room in their schedule later for Advanced Placement Courses and/or early graduation at the High School level. The courses offered are Geometry, Algebra I Honors, Biology Honors, Physical Science Honors, US History Honors, English Honors, Computer-College&Careers (CCC) and Spanish I.

SCMS' Fine Arts program has also grown. We offer Band, Chorus, Orchestra, Drama, and Art. Students within these programs have the opportunity to not only compete, but also can use their experiences and knowledge to apply and attend the Osceola School for the Arts (OCSA). As of 2013, 99% of SCMS students that apply at OCSA have been accepted.

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

SCMS vertically aligns student needs with our local high schools. We also provide high school credit coures at the middle school level. One example of such a course being offered at SCMS is Computer, College, and Careers (CCC). This is a high school course that is part of a business track for our partnering high school.

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

Through the AVID program, students learn how to monitor grades/gpa, set goals, articulate with teachers when acadmic issues arise, take cornell notes, stay organized with a binder, hold effective tutoring sessions, and much more. These AVID strategies are not only used with AVID students, but are used school wide through the implementation of a new homeroom period.

In addition, SCMS students are exposed to career and college choices through college and career corners in every classroom, college week conducted by the guidance counselors, the CHOICES program, and college and career research done in various classrooms across campus.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.   Increase reading proficiency through the use of targeted reading strategies across ALL content areas.

G2.   Increase student achievement through rigorous standards based instruction.

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. Increase reading proficiency through the use of targeted reading strategies across ALL content areas.
`1a`

🔍 G069205

Targets Supported `1b`

Indicator	Annual Target
FSA English Language Arts - Achievement	70.0
AMO Reading - SWD	60.0
AMO Reading - ELL	54.0

Resources Available to Support the Goal `2`

- Reading Coach & Language Arts Department Head
- Common planning for PLCs
- Reading Intervention Groups
- DEAR time
- Support facilitation
- Classroom library in all classrooms
- District Resource Teachers
- AVID strategies

Targeted Barriers to Achieving the Goal `3`

- Teachers need reading strategies (tools)
- Students lack of independent reading

Plan to Monitor Progress Toward G1. `8`

STAR Data will be monitored to determine progress toward reading proficiency.

Person Responsible
Christina Harrell

Schedule
Quarterly, from 10/23/2015 to 6/9/2016

Evidence of Completion
STAR reports will be analyzed and kept to monitor the progress being made toward our targets.

G2. Increase student achievement through rigorous standards based instruction. 1a

🔍 G069206

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	61.0
Algebra I EOC Pass Rate	100.0
FCAT 2.0 Science Proficiency	45.0
Bio I EOC Pass	100.0
Civics EOC Pass	77.0
FSA English Language Arts - Achievement	67.0

Resources Available to Support the Goal 2

- Professional Learning Communities being utilized for collaborative planning. PLCs meet weekly and have an additional meeting one Wednesday a month. Teachers will set SMART Goals, identify essential standards, create common assessments, etc.

- Literacy coach working with teachers on higher order questions and reading strategies.

- TeenBiz

- Professional development based on unpacking standards and building effective common assessments.

Targeted Barriers to Achieving the Goal 3

- Teachers lack understanding of Florida Standards.

- Lack of common assessments based on Florida Standards.

Plan to Monitor Progress Toward G2. 8

Continued teacher feedback, reflecting on common lesson planning, and review of student performance on quarterly assessments (STAR, EOQ, etc) will help us gage if there is an increase in student achievement through standards based instruction.

Person Responsible
Cindy Chiavini

Schedule
Monthly, from 8/17/2015 to 6/9/2016

Evidence of Completion
Lesson plans, PLC notes, student testing data, etc.

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. Increase reading proficiency through the use of targeted reading strategies across ALL content areas. `1`

🔑 G069205

G1.B1 Teachers need reading strategies (tools) `2`

🔑 B179993

G1.B1.S1 Professional Development targeting implementation of reading strategies in various content areas. `4`

🔑 S191282

Strategy Rationale

Once teachers have been taught how to implement reading strategies effectively, they will have the tools needed to help all students read more proficiently.

Action Step 1 `5`

Reading Coach will conduct a condensed version of the 60 hour professional development workshop centered around implementing reading strategies. (CAR-PD)

Person Responsible

Leonie O'Meally

Schedule

Monthly, from 9/8/2014 to 3/31/2015

Evidence of Completion

Teachers will be required to build lesson plans showing implementation of reading strategy; Reading Coach will also visit classrooms to observe reading strategy implementation; Administration will conduct classroom walk-throughs and monitor STAR data

Action Step 2 `5`

AVID Coordinator will lead best classroom practices workshops based on proven reading strategies.

Person Responsible

Britney Beard

Schedule

Quarterly, from 9/22/2015 to 4/8/2016

Evidence of Completion

Teachers will be required lesson plans showing implementation of reading strategies used in their classrooms; Walk-throughs done by Administrative team

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

Reading Coach will facilitate condensed CAR-PD training.

Person Responsible

Leonie O'Meally

Schedule

Monthly, from 9/9/2014 to 3/31/2015

Evidence of Completion

Lesson Plans; Agendas and sign-in sheets from training

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

AVID Coordinator will facilitate reading strategy workshops based on best practices taught in the AVID program.

Person Responsible

Britney Beard

Schedule

Quarterly, from 9/22/2015 to 4/8/2016

Evidence of Completion

Lesson plans; Agendas and sign-in sheets from trainings

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

Reading Coach and Administration will work with teachers in evaluating the effectiveness of the training.

Person Responsible

Leonie O'Meally

Schedule

Quarterly, from 10/23/2015 to 5/31/2016

Evidence of Completion

Lesson plans and feedback from teachers will be used to monitor teachers implementing strategies learned in the training; STAR data will be used to monitor student learning gains throughout the school year.

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

AVID Coordinator and AVID Administrator will work with teachers in evaluating the effectiveness of the training.

Person Responsible

Britney Beard

Schedule

Quarterly, from 10/23/2015 to 5/31/2016

Evidence of Completion

Lesson plans and feedback from teachers will be used to monitor teachers implementing strategies learned in the training; STAR data will be used to monitor student learning gains throughout the school year.

G1.B8 Students lack of independent reading 2

🔍 B180000

G1.B8.S1 Create a school-wide reading initiative, where the emphasis is placed on reading for fun. All faculty and staff will promote books they are currently reading to get students interested in reading all genres of books. 4

🔍 S191283

Strategy Rationale

The more students read on their own, the more students will increase their vocabulary and reading proficiency.

Action Step 1 5

Implement #MustangMustReads - a school-wide reading initiative focused on increasing student independent reading.

Person Responsible

Cindy Chiavini

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Signs outside every classroom, office and cafeteria showing what each faculty/staff member are currently reading.

Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

Administration will monitor #MustangMustReads posters to make sure that faculty/staff are posting their current readings and changing them appropriately. Information will also be provided through morning and video announcements.

Person Responsible

Cindy Chiavini

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

List of faculty/staff posted reading updated; administration feedback in meetings discussing initiative

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 `7`

We will support independent reading through the #MustangMustRead initiative and by discussing books within classrooms, at lunch, through announcements/videos, etc...

We will monitor the effectiveness of the initiative in multiple ways: Media Specialist will monitor student check-out rates and provide feedback to administrative team; Administrative team will observe number of students reading in public areas such as, cafeteria, gym, halls, patio, etc; Teachers will also provide feedback on any increases in student independent reading within their classrooms.

Person Responsible

Cindy Chiavini

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

checkout lists in media center; correspondence between faculty, staff and administration; observation; STAR Reading scores throughout the year

G1.B8.S2 Increase independent reading time in the Reading/ELA classrooms. `4`

🔍 S191284

Strategy Rationale

The more students read on their own, the more students will increase their vocabulary and reading proficiency.

Action Step 1 `5`

Increase the amount of Independent reading time in the Reading/ELA classrooms.

Person Responsible

Leonie O'Meally

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Feedback from Reading/ELA teachers; lesson plans submitted to administrator; PLC notes from PLC Lead

Plan to Monitor Fidelity of Implementation of G1.B8.S2 `6`

Literacy Coach will be available to support teachers who are implementing more independent reading within their lessons. Time being given for independent reading must be balanced, effectively implemented and support implementation of curriculum maps.

Person Responsible

Leonie O'Meally

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Literacy Coach notes from meeting with teachers; observations made by administration; lesson plans submitted to administration

Plan to Monitor Effectiveness of Implementation of G1.B8.S2 `7`

An increase in independent reading in the classroom, should increase student reading fluency and comprehension. Administration, Literacy Coach and Reading/ELA teachers will analyze STAR and TeenBiz reports to monitor student reading proficiency, in addition to Osceola Writes results. (Teachers will also monitor common assessments within their classrooms.)

Person Responsible

Christina Harrell

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

STAR and TeenBiz reports; Osceoal Writes results; common assessments

G2. Increase student achievement through rigorous standards based instruction. [1]

G069206

G2.B1 Teachers lack understanding of Florida Standards. [2]

B180001

G2.B1.S1 PLCs have been built so that teachers can meet weekly within their grade level and department area. New this year is the ability for teachers to meet vertically within their department, because schedules have been aligned so that entire departments are on planning at the same time. [4]

S191285

Strategy Rationale

PLCs allow more time for teachers to work together to identify essential standards, and standards that need to be remediated and/or enriched.

Action Step 1 [5]

Professional Learning Communities

Person Responsible

Nancy Bogaenko

Schedule

Weekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

PLC notes, norms, SMART Goals, Lesson Plans, common assessments, etc.

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

Administration will visit PLCs and required PLC items will be submitted weekly.

Person Responsible

Thomas Rademacher

Schedule

Weekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

PLC attendance and meeting notes

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

Administration will conduct walk-throughs and observations.

Person Responsible

Cindy Chiavini

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Grade level teams show evidence of common planning and use of common assessments based on the correct standards.

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

We will monitor STAR, DAP, and other classroom assessments during the year, to monitor student achievement growth.

Person Responsible

Christina Harrell

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

STAR Reports, District EOQ Reports, PLC Feedback on common assessments, etc.

G2.B1.S2 SCMS will utilize the assistance of Resource Teachers at the district level. [4]

🔍 S191286

Strategy Rationale

Resource teachers provide the expertise needed to unpack standards.

Action Step 1 [5]

District resource teachers will visit SCMS to work with PLCs on unpacking standards.

Person Responsible

Christina Harrell

Schedule

Quarterly, from 9/10/2014 to 6/4/2015

Evidence of Completion

PLC Attendance Rosters and emails

Plan to Monitor Fidelity of Implementation of G2.B1.S2 [6]

Meet with department heads to review whether instructional help from district resource teachers is aiding teachers ability to familiarize themselves with Florida Standards.

Person Responsible

Christina Harrell

Schedule

Monthly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Notes from department meetings; discussions during meetings.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Administration will monitor lesson plans, and use classroom walkthroughs and observations to monitor standards based instruction.

Person Responsible

Thomas Rademacher

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans; observation notes

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Department heads will monitor teacher feedback concerning comfort level using state standards, during PLCs.

Person Responsible

Nancy Bogaenko

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

PLC notes

G2.B3 Lack of common assessments based on Florida Standards. 2

B180003

G2.B3.S1 Professional Development based on unpacking standards and building common assessments based on standards. 4

S191287

Strategy Rationale

Teachers need to have the tools required to unpack standards and build rigorous assessments based on standards. These assessments will then reflect the format of state assessments.

Action Step 1 5

Utilizing department heads, literacy coach and district resource teachers, to train teachers on how to effectively unpack state standards.

Person Responsible

Christina Harrell

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Notes from PD, lesson plans, common assessments, reflection from PLCs, etc.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Teachers attend trainings, unpack standards and build common assessments.

Person Responsible

Christina Harrell

Schedule

Quarterly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Attendance sheets, PLC notes, product from training, lesson plans, common assessments, etc...

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Common assessments built during PLCs and shared with administrators. Results used to drive standards based instruction.

Person Responsible

Cindy Chiavini

Schedule

Monthly, from 8/17/2015 to 6/9/2016

Evidence of Completion

common assessments, lesson plans, PLC notes, observations, etc...

G2.B3.S2 Professional Development based on creating higher order questions for common assessments. `4`

🔑 S191288

Strategy Rationale

Teacher need to build more rigorous assessments, based on state standards. In order to build these effective assessments, teachers must have the ability to evaluate the inquiry depth of their questions.

Action Step 1 `5`

District resource teacher to conduct higher order questioning training with faculty/staff

Person Responsible

Christina Harrell

Schedule

Monthly, from 8/26/2015 to 9/30/2015

Evidence of Completion

Communication between District Resource teachers and AP; Professional Development is built and is in MyPCG; attendance rosters

Plan to Monitor Fidelity of Implementation of G2.B3.S2 `6`

A comprehensive professional development plan will include the Higher Order Questioning Training, and faculty will be required to register and attend the training

Person Responsible

Christina Harrell

Schedule

Monthly, from 8/26/2015 to 9/30/2015

Evidence of Completion

Monitor registration on MyPCG; attendance sign-in sheets

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 `7`

Administration, and department heads, will work within subject areas to monitor common assessment development. Assessments must include rigorous, standards based questions. If questions being asked are not mostly level 2/3, then administration will continue to find the most effective way to provide additional support for each individual subject area.

Person Responsible

Christina Harrell

Schedule

Monthly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Common assessments will be submitted to the PLC Lead and administration; department heads will work closely with the administrative team to provide feedback; classroom walk-throughs and observations

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	Reading Coach will conduct a condensed version of the 60 hour professional development workshop centered around implementing reading strategies. (CAR-PD)	O'Meally, Leonie	9/8/2014	Teachers will be required to build lesson plans showing implementation of reading strategy; Reading Coach will also visit classrooms to observe reading strategy implementation; Administration will conduct classroom walk-throughs and monitor STAR data	3/31/2015 monthly
G1.B8.S1.A1	Implement #MustangMustReads - a school-wide reading initiative focused	Chiavini, Cindy	8/24/2015	Signs outside every classroom, office and cafeteria showing what each	6/9/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	on increasing student independent reading.			faculty/staff member are currently reading.	
G1.B8.S2.A1	Increase the amount of Independent reading time in the Reading/ELA classrooms.	O'Meally, Leonie	8/24/2015	Feedback from Reading/ELA teachers; lesson plans submitted to administrator; PLC notes from PLC Lead	6/9/2016 weekly
G2.B1.S1.A1	Professional Learning Communities	Bogaenko, Nancy	8/17/2015	PLC notes, norms, SMART Goals, Lesson Plans, common assessments, etc.	6/9/2016 weekly
G2.B1.S2.A1	District resource teachers will visit SCMS to work with PLCs on unpacking standards.	Harrell, Christina	9/10/2014	PLC Attendance Rosters and emails	6/4/2015 quarterly
G2.B3.S1.A1	Utilizing department heads, literacy coach and district resource teachers, to train teachers on how to effectively unpack state standards.	Harrell, Christina	8/24/2015	Notes from PD, lesson plans, common assessments, reflection from PLCs, etc.	6/9/2016 quarterly
G2.B3.S2.A1	District resource teacher to conduct higher order questioning training with faculty/staff	Harrell, Christina	8/26/2015	Communication between District Resource teachers and AP; Professional Development is built and is in MyPCG; attendance rosters	9/30/2015 monthly
G1.B1.S1.A2	AVID Coordinator will lead best classroom practices workshops based on proven reading strategies.	Beard, Britney	9/22/2015	Teachers will be required lesson plans showing implementation of reading strategies used in their classrooms; Walk-throughs done by Administrative team	4/8/2016 quarterly
G1.MA1	STAR Data will be monitored to determine progress toward reading proficiency.	Harrell, Christina	10/23/2015	STAR reports will be analyzed and kept to monitor the progress being made toward our targets.	6/9/2016 quarterly
G1.B1.S1.MA1	Reading Coach and Administration will work with teachers in evaluating the effectiveness of the training.	O'Meally, Leonie	10/23/2015	Lesson plans and feedback from teachers will be used to monitor teachers implementing strategies learned in the training; STAR data will be used to monitor student learning gains throughout the school year.	5/31/2016 quarterly
G1.B1.S1.MA4	AVID Coordinator and AVID Administrator will work with teachers in evaluating the effectiveness of the training.	Beard, Britney	10/23/2015	Lesson plans and feedback from teachers will be used to monitor teachers implementing strategies learned in the training; STAR data will be used to monitor student learning gains throughout the school year.	5/31/2016 quarterly
G1.B1.S1.MA1	Reading Coach will facilitate condensed CAR-PD training.	O'Meally, Leonie	9/9/2014	Lesson Plans; Agendas and sign-in sheets from training	3/31/2015 monthly
G1.B1.S1.MA3	AVID Coordinator will facilitate reading strategy workshops based on best practices taught in the AVID program.	Beard, Britney	9/22/2015	Lesson plans; Agendas and sign-in sheets from trainings	4/8/2016 quarterly
G1.B8.S1.MA1	We will support independent reading through the #MustangMustRead initiative and by discussing books within classrooms, at lunch, through announcements/videos, etc... We will monitor the effectiveness of the initiative in multiple ways: Media Specialist will monitor student check-out rates and provide feedback to administrative team; Administrative team will observe number of students reading in public areas such as, cafeteria, gym, halls, patio, etc; Teachers will also provide feedback on any increases in student independent reading within their classrooms.	Chiavini, Cindy	8/24/2015	checkout lists in media center; correspondence between faculty, staff and administration; observation; STAR Reading scores throughout the year	6/9/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B8.S1.MA1	Administration will monitor #MustangMustReads posters to make sure that faculty/staff are posting their current readings and changing them appropriately. Information will also be provided through morning and video announcements.	Chiavini, Cindy	8/24/2015	List of faculty/staff posted reading updated; administration feedback in meetings discussing initiative	6/9/2016 biweekly
G1.B8.S2.MA1	An increase in independent reading in the classroom, should increase student reading fluency and comprehension. Administration, Literacy Coach and Reading/ELA teachers will analyze STAR and TeenBiz reports to monitor student reading proficiency, in addition to Osceola Writes results. (Teachers will also monitor common assessments within their classrooms.)	Harrell, Christina	8/24/2015	STAR and TeenBiz reports; Osceoal Writes results; common assessments	6/9/2016 quarterly
G1.B8.S2.MA1	Literacy Coach will be available to support teachers who are implementing more independent reading within their lessons. Time being given for independent reading must be balanced, effectively implemented and support implementation of curriculum maps.	O'Meally, Leonie	8/24/2015	Literacy Coach notes from meeting with teachers; observations made by administration; lesson plans submitted to administration	6/9/2016 biweekly
G2.MA1	Continued teacher feedback, reflecting on common lesson planning, and review of student performance on quarterly assessments (STAR, EOQ, etc) will help us gage if there is an increase in student achievement through standards based instruction.	Chiavini, Cindy	8/17/2015	Lesson plans, PLC notes, student testing data, etc.	6/9/2016 monthly
G2.B1.S1.MA1	We will monitor STAR, DAP, and other classroom assessments during the year, to monitor student achievement growth.	Harrell, Christina	8/24/2015	STAR Reports, District EOQ Reports, PLC Feedback on common assessments, etc.	6/9/2016 quarterly
G2.B1.S1.MA1	Administration will visit PLCs and required PLC items will be submitted weekly.	Rademacher, Thomas	8/17/2015	PLC attendance and meeting notes	6/9/2016 weekly
G2.B1.S1.MA3	Administration will conduct walk-throughs and observations.	Chiavini, Cindy	8/24/2015	Grade level teams show evidence of common planning and use of common assessments based on the correct standards.	6/9/2016 weekly
G2.B3.S1.MA1	Common assessments built during PLCs and shared with administrators. Results used to drive standards based instruction.	Chiavini, Cindy	8/17/2015	common assessments, lesson plans, PLC notes, observations, etc...	6/9/2016 monthly
G2.B3.S1.MA1	Teachers attend trainings, unpack standards and build common assessments.	Harrell, Christina	8/17/2015	Attendance sheets, PLC notes, product from training, lesson plans, common assessments, etc...	6/9/2016 quarterly
G2.B1.S2.MA1	Administration will monitor lesson plans, and use classroom walkthroughs and observations to monitor standards based instruction.	Rademacher, Thomas	8/18/2014	Lesson plans; observation notes	6/4/2015 weekly
G2.B1.S2.MA3	Department heads will monitor teacher feedback concerning comfort level using state standards, during PLCs.	Bogaenko, Nancy	8/11/2014	PLC notes	6/4/2015 monthly
G2.B1.S2.MA1	Meet with department heads to review whether instructional help from district resource teachers is aiding teachers ability to familiarize themselves with Florida Standards.	Harrell, Christina	9/2/2014	Notes from department meetings; discussions during meetings.	6/4/2015 monthly
G2.B3.S2.MA1	Administration, and department heads, will work within subject areas to monitor	Harrell, Christina	8/17/2015	Common assessments will be submitted to the PLC Lead and administration;	6/9/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	common assessment development. Assessments must include rigorous, standards based questions. If questions being asked are not mostly level 2/3, then administration will continue to find the most effective way to provide additional support for each individual subject area.			department heads will work closely with the administrative team to provide feedback; classroom walk-throughs and observations	
G2.B3.S2.MA1	A comprehensive professional development plan will include the Higher Order Questioning Training, and faculty will be required to register and attend the training	Harrell, Christina	8/26/2015	Monitor registration on MyPCG; attendance sign-in sheets	9/30/2015 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. Increase reading proficiency through the use of targeted reading strategies across ALL content areas.

G1.B1 Teachers need reading strategies (tools)

G1.B1.S1 Professional Development targeting implementation of reading strategies in various content areas.

PD Opportunity 1

Reading Coach will conduct a condensed version of the 60 hour professional development workshop centered around implementing reading strategies. (CAR-PD)

Facilitator

Leonie O'Meally

Participants

St. Cloud Middle School Teachers

Schedule

Monthly, from 9/8/2014 to 3/31/2015

PD Opportunity 2

AVID Coordinator will lead best classroom practices workshops based on proven reading strategies.

Facilitator

Britney Beard

Participants

St. Cloud Middle School Teachers

Schedule

Quarterly, from 9/22/2015 to 4/8/2016

G2. Increase student achievement through rigorous standards based instruction.

G2.B1 Teachers lack understanding of Florida Standards.

G2.B1.S1 PLCs have been built so that teachers can meet weekly within their grade level and department area. New this year is the ability for teachers to meet vertically within their department, because schedules have been aligned so that entire departments are on planning at the same time.

PD Opportunity 1

Professional Learning Communities

Facilitator

Bogaenko, Harrell, O'Meally, Chiavini, Rademacher, District Resource Teachers

Participants

Faculty

Schedule

Weekly, from 8/17/2015 to 6/9/2016

G2.B1.S2 SCMS will utilize the assistance of Resource Teachers at the district level.

PD Opportunity 1

District resource teachers will visit SCMS to work with PLCs on unpacking standards.

Facilitator

Christina Harrell

Participants

Teachers at St. Cloud Middle

Schedule

Quarterly, from 9/10/2014 to 6/4/2015

G2.B3 Lack of common assessments based on Florida Standards.

G2.B3.S1 Professional Development based on unpacking standards and building common assessments based on standards.

PD Opportunity 1

Utilizing department heads, literacy coach and district resource teachers, to train teachers on how to effectively unpack state standards.

Facilitator

Resource teachers, literacy coach, department heads

Participants

faculty

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

G2.B3.S2 Professional Development based on creating higher order questions for common assessments.

PD Opportunity 1

District resource teacher to conduct higher order questioning training with faculty/staff

Facilitator

Ali Dennis - District AVID Resource Teacher

Participants

Faculty

Schedule

Monthly, from 8/26/2015 to 9/30/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Reading Coach will conduct a condensed version of the 60 hour professional development workshop centered around implementing reading strategies. (CAR-PD)	$0.00
2	G1.B1.S1.A2	AVID Coordinator will lead best classroom practices workshops based on proven reading strategies.	$0.00
3	G1.B8.S1.A1	Implement #MustangMustReads - a school-wide reading initiative focused on increasing student independent reading.	$0.00
4	G1.B8.S2.A1	Increase the amount of Independent reading time in the Reading/ELA classrooms.	$0.00
5	G2.B1.S1.A1	Professional Learning Communities	$0.00
6	G2.B1.S2.A1	District resource teachers will visit SCMS to work with PLCs on unpacking standards.	$0.00
7	G2.B3.S1.A1	Utilizing department heads, literacy coach and district resource teachers, to train teachers on how to effectively unpack state standards.	$0.00
8	G2.B3.S2.A1	District resource teacher to conduct higher order questioning training with faculty/staff	$0.00
		Total:	$0.00