Narcoossee Middle School

2015-16 School Improvement Plan

Narcoossee Middle School

2700 N NARCOOSSEE RD, Saint Cloud, FL 34771

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	52%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	51%

School Grades History

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

*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.

Table of Contents

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

Our #1 priority is student achievement with high expectations being the responsibility of our entire community.

Provide the school's vision statement

Everything we do is solely for the students; we believe we can teach all students and that all students will learn given the appropriate resources.

School Environment

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

Teachers start the school year utilizing various activities which encourage students to share, in a risk-free environment, allowing for classrooms to build community. The activities are continually built upon throughout the school year. Many faculty/student events are held during the school year, such as faculty/student basketball games, faculty/student dodge ball games, and student to faculty letters of appreciation.

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

In the morning, all students gather in either the cafeteria or the gym until the morning bell rings. Students are monitored by staff members and administration, the media center is available to select group of students to access materials prior to the start of the school day. The Guidance Counselor is available every morning for student consultation. Additionally, the guidance is always open for emergencies. The bell schedule has been altered to provide a staggered lunch that will limit the amount of students in the cafeteria at a specific time. During the day, teachers and the leadership team monitor hallways and common areas during all transitional times. School-wide PBS is utilized by all faculty and staff, which fosters a safe environment. Dismissal is staggered to reduce the traffic in hallways and stairwells. Dismissal is carefully monitored by administration and staff throughout the campus. Students feel comfortable speaking with all adults when they have concerns or personal issues. Students with concerns are encouraged to complete a Personal Statement Form with the Dean's Office. All concerns are handled within a 24 hour period.

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

Shoolwide PBS is implemented, clear expectations are modeled, communicated and posted for students to see. All faculty and staff are trainied in using PBS. Additionally, faculty and staff are trained in how to issue minor infractions, Deans monitor the system so that behavior can be handled proactively versus reactively. The ISS program has been decreased from five days to two weekly. This will allow students to complete the consequence in a timely manner and not miss class time. Utilizing the AVID site team, along with PTO, these groups join resources to provide incentives for the PBS school-wide programs.

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

Guidance counselor is available to students daily. Students are encouraged to seek assistance when needed, group session which focus on social skills, anger management, and coping skills are also organized and held as needed. Additionally, all faculty and staff are available to students to discuss personal concerns. In a crisis situation the guidance counselor, leadership team and Sheriffs resource officer are equipped to ensure that the child is not in danger of being hurt or hurting themselves. Lastly, a licensed mental health counselor visits our school to consult with students who are in need of counseling 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

Attendance below 90% or more than 18 days out of school: The attendance clerk will communicate.
One or more suspensions: Deans and Guidance will monitor suspension rates and provide necessary interventions through MTSS.
Failure of core academic classes: grade chairs will communicate monthly with administration and data chats will be conducted through the MTSS program and PLC meetings
Level 1 or 2 score on statewide assessments: MTSS coach and instructional coaches will provide progress monitoring monthly.

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	11	15	26
One or more suspensions	0	62	64	126
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	35	32	63	130

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

Indicator	Grade Level		Total
	7	8	
Students exhibiting two or more indicators	19	24	43

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

Tier 2 support in classrooms
MTSS/RtI coordinator on site
Monthly data chats
PLC data sharing
All level 1 students who score below 10th percentile scheduled into double block of reading
Intensive math (iReady)
Tier 3 pull out tutoring

Support facilitation at all grade levels
AVID strategies school wide
PBS behavior tracking system
Tier 2 behavior tracking sheets
Use of agenda
Ongoing progress monitoring

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

Open house, Curriculum night, Academic Family Focus Night, Bear Times newsletter and Monthly Academic Booster and SAC meetings, are all of the aforementioned events used to foster relationships with families and are available to the entire community. Progress reports are distributed halfway through each quarter to notify parents of their child's progress in classes. In addition, parents have access to the district parent portal, this allows for easy access to student grades. The School Website is used to communicate important school events as well as provide parents and community members access to the School Improvement Plan and the Mission and Vision of the school. The AVID site team is a resource involving school and community members.

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

The school works diligently to garner support from business partners and to build relationships with local businesses. For example local restaurants host weekly events; a percentage of the proceeds are then given back to the school. The partnership with a local church has evolved into other programs at the school; such as All Pro Dads. This encourages our students and community members to visit local business and additionally forms lasting partnerships with local businesses. Furthermore, the school allows numerous community organizations to utilize its facilities throughout the year thus making the school an integral part of the community. School programs such as band, chorus bring students to perform at local events. Additionally, AVID classes bring students to visit local colleges such as Valencia and UCF.

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
Telemko, Frank	Principal
Clevenger, Marcia	Assistant Principal
Steirer, Shelia	Instructional Coach
Joseph, Brian	Instructional Media
Stone, David	Other
Jurgens, Andrea	Dean
Dwyer, Bill	Dean

Duties

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

Mr. Frank Telemko, Principal - Data disaggregation, school-based leadership
Mrs. Marcia Clevenger, Assistant Principal - Data disaggregation, school-based leadership
Mr. David Stone, Assitant Principal- Data Disaggregation, school-based leadership
Mr. Bill Dwyer, Dean - Behavioral data and develops appropriate interventions
Mrs. Andrea Jurgens, Dean - Behavioral data and develops appropriate interventions
Mrs. Sheila Steirer, Literacy Coach - Provide instructional support, professional development
Mrs. Rebecca Rutkowski, Resource Teacher - MTSS/Testing Coordinator
Mr. Brian Joseph, Media Specialist - Provide materials and instructional support
Mrs. Jennifer McAllister, Guidance Counselor

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 Leadership Team (PST) meets weekly to address school wide and student needs. Individual student data is reviewed with areas of concern noted and a plan of support is put in place. School wide data is also reviewed and compared to the SIP goals to gauge progress.
Supplemental Academic Instruction (SAI) money will be utilized to fund the Tutor room, Math Tutor Program, and additional instructional programs to assist in meeting the needs of our students. AVID tutors are utilized to provide assistance for those that have organization and academic struggles.
The administration meets monthly with grade chairs, PLC teams, PBS, and AVID Site Team members to ensure expectations and goals are met for each group. The Literacy Council meets monthly with district resource teachers to develop academic and research-based resources to help teachers integrate literacy strategies in content classrooms.
The Professional Development Path is a living document that is revised monthly to meet the needs of the faculty in ensuring success for all students. Progress Monitoring and school-wide data is used to help create specific Professional Development. The second Tuesday of the month is designated for PD during teacher planning. Instructional coaches will conduct Professional Development based on the needs of the school. Teachers will be empowered to facilitate PD based on conferences they attend and their expertise in a given area.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Mr. Robert Hicks	Business/Community
Mr. Frank Telemko	Principal
Stephanie Hicks	Parent
Andria Jurgens	Teacher
Joe Mifsud	Teacher
Barbara Cox	Business/Community
	Student

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council continuously monitored the school's progress toward its learning goals. Additionally, the SAC provided the financial support for the activities that were used to enhance instruction.
Academically focused activities helped the school in working toward the learning goals that had been set. Each month the district SAC cadre meeting is attended by NCMS SAC members.

Development of this school improvement plan

The School Advisory Council assisted in the identification of the critical areas in which the school should focus. Additionally, they helped in the development of the 2015-2016 school improvement goals and targets. The school administration presents the edited SIP to the faculty and SAC during the first two weeks of the school year.

Preparation of the school's annual budget and plan

The SAC drives the use of funds that are received from the State for school improvement which is $5.00 per student. During monthly SAC meetings, school improvement initiatives are discussed and SAC votes on any expenditures. All funds must be utilized for things that are directly related to the school improvement plan and the increased academic achievement of students.

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

Initial school improvement funds last year were $5620.00. The funds were used to pay for substitute teachers so that staff could attend professional development, which amounted to $592.43, leaving $821.55. iReady and ELA text books were purchased for $3507.67 The Mind-Set/Brainology program classroom set ($702.50) In May 2015 an additional $3824.82 was given to NCMS and rolled over to the current school year. As of August 2015, the SAC budget balance is $9600.

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
Telemko, Frank	Principal
Steirer, Shelia	Instructional Coach
Joseph, Brian	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The LLT will consist of faculty members from the ELA and Reading departments, as well as teachers from all content areas and elective areas. The LLT will meet monthly to promote literacy school-wide through the following events:
Summer Reading "Million Minute Marathon"
Monitor Teen-Biz and STAR data
Battle of the Books
DBQ writing within Social Studies and Science Core Curriculum classes
Promotion of Sunshine State Books
Increase in Media Center collection
Author Visit
School-wide Literacy Night
State Literacy Week activities
Encourage Content Area reading in core classes and elective areas
Teachers maintain Professional Portfolios
Academic Family Forum Night (FSA/Florida Standards Informational Night)

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

Common planning is utilized so that PLC teams can meet at least weekly. Common lesson plans and common assessments will continue to be the focus of PLC meetings.
Principal incorporates time for positive praise between faculty and staff during faculty meetings, AVID site team will work with the "Cheer Committee" to promote social activities among teachers and staff.
Teachers are encouraged to participate in lesson study in order to cultivate relationships, improve teaching practices and increase student achievement.
Faculty and staff are encouraged to participate in committees so that they form strong working and personal relationships.
All activities must focus on Relevance, Rigor, and Relationships in order to keep the school-wide focus on student learning.
We will continue to use Mind-Set reading materials and encourage the growth mindset for students and faculty.
We will reintroduce Ruby Payne's Poverty Components through the Professional Development Path. Resources will be introduced to help PLC teams build valid, relevant common assessments in order to tailor instruction to ensure academic success for all students. The PLC teams will work collaboratively to establish a guaranteed and viable curriculum.

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

1. Rigorous recruiting standards: School Administration will conduct Rigor Walks to help support teachers through observations, feedback and professional development.

2. Emphasis on staff culture and professional development: The entire faculty will have access to professional development that is relevant to their needs and assigned positions.

3. A Mentor Program for first year teachers and teachers new to Osceola County School District: Brian Joseph and Kent King will provide activities and support through mentoring and professional development. Workshops will be offered through the district PD office as well.

4.Ensure AVID school-wide and empower the AVID Site team. The AVID team will work with all staff members to help integrate WICOR and other AVID strategies into daily instruction.

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

Brian Joseph and Kent King are the Mentor Leads at Narcoossee Middle School. Each new teacher is paired with a veteran teacher based on an individual needs basis. Ongoing mentor/mentee Professional Learning Communities are utilized to share information and collaborate. Activities will be planned to help new teachers learn about NCMS and to help build relationships with other staff members.

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

New Language Arts Textbooks are correlated to the Florida standards.
New Reading Textbooks are correlated to Florida standards.
Continuous professional development is provided on standards-based instruction. A Profession Development Path has been developed and will be revised as necessary to align with progress monitoring school data.
District Resource Teachers, along with instructional coaches and classroom teacher input, have developed curriculum pacing guides that have been published for all teachers to utilize.
Lesson development is completed through PLC and is aligned to the Florida Standards.
Teachers are encouraged to work collaboratively and engage in lesson study to develop highly effective teaching practices.
Intensive and general Math teachers will use the iReady Math lab, which is aligned to state standards, and will receive support through the iReady consultant.

Instructional Strategies

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

The STAR program provides data for school-wide progress monitoring. In addition to data, STAR provides us with instructional groupings and strategies for remediation and enrichment to meet the diverse needs of all students. Ongoing progress monitoring allows us to identify the current needs of students and to develop appropriate Tier 2 and Tier 3 interventions for students who are not making adequate progress. In addition, the data is utilized to to develop instruction to challenge high achieving students. STAR data and PLC group data is utilized by ELA and Intensive Math teachers to design instructional practices to best meet the needs of all students. ELA and intensive math teachers are utilizing small group rotations to modify instruction tailored to the specific needs of all levels of students.
PLC groups regularly share data about their students' performance on common assessments. PLC groups then utilize the shared data to develop lessons to target the standards that students have not

demonstrated proficiency on and also identify the standards in which the students are proficient or advanced. Teachers that have shown exemplary results in teaching specific standards are sharing effective instructional practices with teachers of struggling students in order to modify instruction to assist the struggling students in meeting the standard.

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: 425

SPIRIT Program - a free program offered to all students of NCMS. This program provides a wide variety of programs that enhance, enrich and remediate in a fun and inviting manner. This program is meant to enhance overall school performance. Students are monitored for performance, attendance, and behavior.

Strategy Rationale

The SPIRIT after school program provides students with an opportunity to be part of a multitude of enrichment opportunities that they would not otherwise be exposed to. Additionally, this program offers literacy opportunities to participant and their families. Quality after school programs have been linked to higher student achievement and better attendance and better behavior during the school day.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Clevenger, Marcia, clevengm@osceola.k12.fl.us

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

Student grades are monitored throughout the school year to determine if the program is being effective in helping students. Surveys are also conducted for feedback. Additionally, FCAT data is reviewed during the summer to compare SPIRIT students' progress with students that are not enrolled in this program.

Strategy: Summer Program

Minutes added to school year: 1,440

Summer Success Program-This program is designed to enhance the educational opportunities for students needing extra support in reading and math. Students are encouraged to work collaboratively to utilize critical thinking skills as they solve problems. Incoming sixth graders attend an AVID Summer Camp to orient them to middle school concepts and the use of the AVID Binder and AVID strategies. This camp helps to acclimate students to the middle school campus and the expectations of an AVID-based middle school. The Summer Success Program also offers enrichment camps for Physical Science and Algebra I. Students are invited to attend the camps to help them prepare for the rigor of these upper-level courses. Middle school students are able to obtain high school credit when they are successful in these type courses. The camps are designed to facilitate their success.

Strategy Rationale

This program allows students to participate in opportunities to enrich and support their educational needs. Students are learning in a fun and collaborative manner in a risk-free environment.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Clevenger, Marcia, clevengm@osceola.k12.fl.us

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

We will collect data at the end of the year on the number of students that attended the summer program that passed the EOC exams in the high school level courses. We will also monitor the success of the 6th graders that attended the AVID Summer Camp

Strategy: Summer Program

Minutes added to school year: 720

Summer Success Program-This program is designed to enhance the educational opportunities for students needing extra support in reading and math. Students are encouraged to work collaboratively to utilize critical thinking skills as they solve problems. Incoming sixth graders attend an AVID Summer Camp to orient them to middle school concepts and the use of the AVID Binder and AVID strategies. This camp helps to acclimate students to the middle school campus and the expectations of an AVID-based middle school. The Summer Success Program also offers enrichment camps for Physical Science and Algebra I. Students are invited to attend the camps to help them prepare for the rigor of these upper-level courses. Middle school students are able to obtain high school credit when they are successful in these type courses. The camps are designed to facilitate their success.

Strategy Rationale

This program allows students to participate in opportunities to enrich and support their educational needs. Students are learning in a fun and collaborative manner in a risk-free environment.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

We will collect data at the end of the year on the number of students that attended the summer program that passed the EOC exams in the high school level courses . We will also monitor the success of the 6th graders that attended the AVID Summer Camp.

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

AVID coordinators visit feeder elementary schools to introduce the AVID program and provide information to teachers and students about the program. Students are also invited to attend the AVID Summer Success Program. During the 6th Grade Spring Orientation students are able to sign up for the Summer Success Programs. This information is also available on the school website.
The fine arts department also reaches out to feeder elementary schools to recruit new students for the program through performance at the feeder schools.
Administration, Literacy Coach. and ELA teachers visit the feeder schools in the Spring to promote the Summer Success Programs and to answer student questions about middle school.
High school counselors and special program representatives come to our campus to assist 8th grade students in course selection and registration.

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 AVID schoolwide hosts a variety of events that promote college awareness and help build interest in colleges. The AVID elective courses are offered to over 200 students. These classes are designed to help prepare students for rigorous academic courses.

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

STEM-Project Lead the way is an engineering program which introduces students to the principals and skills needed to pursue technical careers.

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

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

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.   Provide rigorous standards-based math instruction and implement effective teaching strategies.

G2.   To use AVID Schoolwide to shift and transform the instruction, systems, leadership, and culture of the school, to ensure that all students improve academic performance by having rigorous and effective tier one 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. Provide rigorous standards-based math instruction and implement effective teaching strategies. 1a

🔍 G069211

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	60.0

Resources Available to Support the Goal 2

- Master Schedule Common Planning/ PLC
- Leadership Team
- Support Facilitation
- Teacher Professional Portfolio (Binder)
- AVID strategies school wide
- Intervention groups
- District resource teachers
- PBS
- PLC (Kanold)
- Math Solutions
- iReady

Targeted Barriers to Achieving the Goal 3

- Ineffective collaboration methods among teachers in their departments.
- Under utilization of available academic resources.

Plan to Monitor Progress Toward G1. 8

Students achievement data showing that students are making learning gains

Person Responsible
David Stone

Schedule
Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion
Evidence of best practices being used and noted through PLC artifacts. Evidence of students making progress; results of STAR tests, data from common assessments, data from district tests.

G2. To use AVID Schoolwide to shift and transform the instruction, systems, leadership, and culture of the school, to ensure that all students improve academic performance by having rigorous and effective tier one instruction. 1a

Targets Supported 1b

G069212

Indicator	Annual Target
ELA/Reading Gains District Assessment	70.0

Resources Available to Support the Goal 2

- Common planning for PLC
- Shared leadership through committee
- AVID Site Team
- AVID Center resource for teachers and students
- NCMS Professional Portfolio for each teacher

Targeted Barriers to Achieving the Goal 3

- Teacher buy-in and the follow through with AVID school-wide expectations
- Ineffective use of PLC time and improper implementation of the PLC process.

Plan to Monitor Progress Toward G2. 8

AVID Strategy Survey results, walk-through data, PLC minutes documenting discussions of AVID strategy use.

Person Responsible
Frank Telemko

Schedule
Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion
PLC minutes and agendas, professional development sign in sheets, and strategy checklist located in each teacher's Professional Portfolio.

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. Provide rigorous standards-based math instruction and implement effective teaching strategies. 1

🔑 G069211

G1.B1 Ineffective collaboration methods among teachers in their departments. 2

🔑 B180031

G1.B1.S1 Administration and facilitators will model effective PLC problem solving processes. Leadership Team members will participate in the PLC to help guide the team in effective PLC practices. 4

🔑 S191309

Strategy Rationale

Improve teacher collaboration by demonstrating collaborative expectations, resulting in building the capacity of teachers by sharing best practices and developing common assessments.

Action Step 1 5

Professional development and use of school leadership team.

Person Responsible

David Stone

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Training agenda, PLC artifacts, Common Assessments

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

Effective use of high yield strategies in the classroom

Person Responsible

David Stone

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Classroom walk-through reveals evidence of effective teaching practices, "look-fors" are evident during observations.

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

Classroom walk-through, monitoring of lesson plans, walk-through PLC meetings, student performance data on district progress monitoring assessments and common assessments.

Person Responsible

Frank Telemko

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

"Look-fors" checklist shows evidence of best practices being used during instruction and data results presented at data chats.

G1.B2 Under utilization of available academic resources. 2

🔍 B180032

G1.B2.S1 Professional development demonstrating proper implementation of PLC. 4

🔍 S191310

Strategy Rationale

When implemented with fidelity, The Professional Learning Community enables teachers to work collaboratively, create common assessments, share data and best practices.

Action Step 1 5

Grade level and subject area groups will establish norms and utilize PLC groups effectively, create common assessments, share data and develop engaging lessons.

Person Responsible

David Stone

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

PLC minutes, PLC norms, monthly data chats, classroom walk-through shows evidence of common planning.

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

Each PLC group will be assigned an administrator who will monitor PLC meetings, evaluate PLC minutes and hold data chats with PLC groups.

Person Responsible

David Stone

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

PLC minutes, Lesson Plans, Data from common assessments, minutes from data chats

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

Monthly PLC data chats, review of PLC minutes, student performance on common assessments, district assessments and STAR

Person Responsible

David Stone

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Data from common assessments, data from STAR, data from district baseline and quarterly assessments.

G1.B2.S2 Professional development on effective use of data `4`

🔑 S191311

Strategy Rationale

Teachers must utilize data with fidelity in order to make decisions about instructional needs of their students.

Action Step 1 `5`

Provide teachers with Professional Development on data resources and how to effectively utilize the data for instructional planning purposes, specifically STAR data and iReady data

Person Responsible

Shelia Steirer

Schedule

Every 6 Weeks, from 8/24/2015 to 6/10/2016

Evidence of Completion

Handouts from PD, Professional Development sign in sheets and course surveys.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 `6`

PLC meetings that include data chats.

Person Responsible

David Stone

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

PLC agendas and minutes, data charts and analysis added to Professional Learning Portfolio.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Leadership team will review lesson plans to check for implementation of strategies for increasing student achievement determined in PLC's based on current student data.

Person Responsible

Marcia Clevenger

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Evidence of differentiated instruction in lesson plans

G1.B2.S3 District Resource Personnel will provide guidance and support in the use of resources such as manipulatives, digital resources, online textbook resources, etc... 4

🔑 S191312

Strategy Rationale

Teachers are unfamiliar with the use of a variety of resources that prove to be effective in increased student learning.

Action Step 1 5

Schedule district resource personnel to demonstrate the use of resources available of teachers.

Person Responsible

David Stone

Schedule

Semiannually, from 8/24/2015 to 6/10/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Leadership will conduct walk through observations while teachers utilize the resources.

Person Responsible

David Stone

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Lesson plans will document the use of the resources and walk through data will provide evidence of use.

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 `7`

The data from common assessments and district assessments will show evidence of effectiveness. PLC artifacts will support the implementation.

Person Responsible

David Stone

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

PLC notes and artifacts, including reflections from lessons utilizing the new resource will be documented. Student growth data will be charted and analyzed.

G2. To use AVID Schoolwide to shift and transform the instruction, systems, leadership, and culture of the school, to ensure that all students improve academic performance by having rigorous and effective tier one instruction. `1`

🔑 G069212

G2.B1 Teacher buy-in and the follow through with AVID school-wide expectations `2`

🔑 B180033

G2.B1.S1 Professional Development on effective use of AVID process. `4`

🔑 S191313

Strategy Rationale

When teachers have an understanding of the power of the PLC process, in increasing student achievement and improving instructional practice, they will be able to utilize them with fidelity. AVID strategies and common assessments will be developed through the PLC process.

Action Step 1 `5`

AVID Professional Development and PLC stages

Person Responsible

Shelia Steirer

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Sign in sheets and agenda from PD, evidence of AVID strategies in use during walk-throughs, development of ways to use AVID strategies discussed in PLC minutes.

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

Leadership team members will attend AVID Site Team meetings, assist with AVID strategy implementation, support AVID strategies through walk-through comments, and support professional development.

Person Responsible

Shelia Steirer

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

AVID Site Team meeting minutes, walk-through data, professional development sign-in sheets, AVID strategy checklists.

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

AVID Site Team members will meet with grade-level PLCs to survey teachers on the use of strategies and their effectiveness. Team members will answer questions and offer assistance as needed.

Person Responsible

Shelia Steirer

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Results of AVID Strategy Survey given to PLC Teams, walk-through data that shows use of AVID strategies.

G2.B1.S2 Organizing and development of resources for teachers to understand AVID high yield strategies and best practices. 4

🔑 S191314

Strategy Rationale

Several new standards in curriculum, district mandates, state assessments, evaluation systems and school-wide iniiatives that teachers must be familiar and comfortable with in order to implement with fidelity.

Action Step 1 5

Reintroduce specific AVID strategies to faculty and staff in order to maximize student engagement and increase instructional time.

Person Responsible

Frank Telemko

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

PLC resources housed in Professional Library for teacher use and textbook room consolidated for ease of gaining materials to help teachers meet PLC goals.

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

Utilization of district and school AVID wide resources. During classroom walk-throughs, administration and resource teachers will develop and use look-for data to monitor use of strategies.

Person Responsible

Shelia Steirer

Schedule

Monthly, from 8/24/2015 to 5/23/2016

Evidence of Completion

Look-for data from classroom walk-throughs, PD sign-in sheets, AVID Strategy Survey checklist, Reflective Visit narrative.

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

Teacher talk during PLC group highlighting best practice strategies found from resources and AVID Team. Using teacher artifacts and evidence from Domains 2-4 (Marzano).

Person Responsible

Frank Telemko

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

PLC minutes, meeting agendas, faculty meeting agendas that include sharing of best practices, PD sign-in sheets, Look for data from walk-throughs.

G2.B2 Ineffective use of PLC time and improper implementation of the PLC process. `2`

🔑 B180034

G2.B2.S1 Present school-wide training on effective PLC practices. Present model PLC teams for teachers to observe and reflect on as their PLC teams continue to evolve. Present strategies to help PLC teams move from Stage 3 to Stage 6 and 7. `4`

🔑 S191315

Strategy Rationale

Teachers need to see the value of a well-organized PLC team and the increase in student achievement that comes from a PLC team that functions with fidelity.

Action Step 1 `5`

Professional Development related to PLC best practices and standards-based, common assessments.

Person Responsible

Shelia Steirer

Schedule

Every 6 Weeks, from 8/24/2015 to 6/10/2016

Evidence of Completion

PD sign in sheets, course surveys, PLC team reflection sheets, common assessment data, and sample common assessments.

Action Step 2 `5`

Workshops that demonstrate planning and implementation of standards-based, common assessments.

Person Responsible

Frank Telemko

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Agenda from workshop, reflection sheet and course surveys, PLC minutes that include common assessment discussions and development.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Analyze survey results and reflection sheets for specific staff needs. Copies of common assessments and data will be available for administration to review.

Person Responsible

Shelia Steirer

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

survey results, assessment results and instructional designs based on results, copies of assessments.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Review of the common assessment data with subject area PLC teams through data chats.

Person Responsible

David Stone

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

PLC artifacts that reflect professional development activities and PLC minutes including the use of formative assessments designed based on common assessment results.

G2.B2.S2 PLC teams will develop and implement standards-based, common assessments and understand how to use common assessment data to design standards-based instruction that meets the needs of their students. `4`

Strategy Rationale

S191316

PLC teams need to understand the importance of the wealth of data that can be gained through common assessments and how this data should determine the instructional practices used to increase student achievement.

Action Step 1 `5`

Conduct data chats during monthly PLC meetings.

Person Responsible

David Stone

Schedule

Monthly, from 9/3/2014 to 6/5/2015

Evidence of Completion

PLC meeting agendas and PLC meeting minutes.

Plan to Monitor Fidelity of Implementation of G2.B2.S2 `6`

Review of data analysis of common and district assessments.

Person Responsible

David Stone

Schedule

Monthly, from 9/3/2014 to 6/5/2015

Evidence of Completion

data analysis summary and action plan for remediation and enrichment.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Evidence of student learning gains gathered from district and common assessments.

Person Responsible

David Stone

Schedule

Quarterly, from 9/3/2014 to 6/5/2015

Evidence of Completion

Student data results including STAR and district quarterly assessments.

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	Professional development and use of school leadership team.	Stone, David	8/24/2015	Training agenda, PLC artifacts, Common Assessments	6/10/2016 monthly
G1.B2.S1.A1	Grade level and subject area groups will establish norms and utilize PLC groups effectively, create common assessments, share data and develop engaging lessons.	Stone, David	8/24/2015	PLC minutes, PLC norms, monthly data chats, classroom walk-through shows evidence of common planning.	6/10/2016 weekly
G1.B2.S2.A1	Provide teachers with Professional Development on data resources and how to effectively utilize the data for instructional planning purposes, specifically STAR data and iReady data	Steirer, Shelia	8/24/2015	Handouts from PD, Professional Development sign in sheets and course surveys.	6/10/2016 every-6-weeks
G1.B2.S3.A1	Schedule district resource personnel to demonstrate the use of resources available of teachers.	Stone, David	8/24/2015		6/10/2016 semiannually
G2.B1.S1.A1	AVID Professional Development and PLC stages	Steirer, Shelia	8/24/2015	Sign in sheets and agenda from PD, evidence of AVID strategies in use during walk-throughs, development of ways to use AVID strategies discussed in PLC minutes.	6/10/2016 monthly
G2.B1.S2.A1	Reintroduce specific AVID strategies to faculty and staff in order to maximize student engagement and increase instructional time.	Telemko, Frank	8/24/2015	PLC resources housed in Professional Library for teacher use and textbook room consolidated for ease of gaining materials to help teachers meet PLC goals.	6/10/2016 monthly
G2.B2.S1.A1	Professional Development related to PLC best practices and standards-based, common assessments.	Steirer, Shelia	8/24/2015	PD sign in sheets, course surveys, PLC team reflection sheets, common assessment data, and sample common assessments.	6/10/2016 every-6-weeks
G2.B2.S2.A1	Conduct data chats during monthly PLC meetings.	Stone, David	9/3/2014	PLC meeting agendas and PLC meeting minutes.	6/5/2015 monthly
G2.B2.S1.A2	Workshops that demonstrate planning and implementation of standards-based, common assessments.	Telemko, Frank	8/24/2015	Agenda from workshop, reflection sheet and course surveys, PLC minutes that include common assessment discussions and development.	6/10/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1	Students achievement data showing that students are making learning gains	Stone, David	8/24/2015	Evidence of best practices being used and noted through PLC artifacts. Evidence of students making progress; results of STAR tests, data from common assessments, data from district tests.	6/10/2016 quarterly
G1.B1.S1.MA1	Classroom walk-through, monitoring of lesson plans, walk-through PLC meetings, student performance data on district progress monitoring assessments and common assessments.	Telemko, Frank	8/24/2015	"Look-fors" checklist shows evidence of best practices being used during instruction and data results presented at data chats.	6/10/2016 monthly
G1.B1.S1.MA1	Effective use of high yield strategies in the classroom	Stone, David	8/24/2015	Classroom walk-through reveals evidence of effective teaching practices, "look-fors" are evident during observations.	6/10/2016 weekly
G1.B2.S1.MA1	Monthly PLC data chats, review of PLC minutes, student performance on common assessments, district assessments and STAR	Stone, David	8/24/2015	Data from common assessments, data from STAR, data from district baseline and quarterly assessments.	6/10/2016 monthly
G1.B2.S1.MA1	Each PLC group will be assigned an administrator who will monitor PLC meetings, evaluate PLC minutes and hold data chats with PLC groups.	Stone, David	8/24/2015	PLC minutes, Lesson Plans, Data from common assessments, minutes from data chats	6/10/2016 weekly
G1.B2.S2.MA1	Leadership team will review lesson plans to check for implementation of strategies for increasing student achievement determined in PLC's based on current student data.	Clevenger, Marcia	8/18/2014	Evidence of differentiated instruction in lesson plans	6/5/2015 monthly
G1.B2.S2.MA1	PLC meetings that include data chats.	Stone, David	8/24/2015	PLC agendas and minutes, data charts and analysis added to Professional Learning Portfolio.	6/10/2016 monthly
G1.B2.S3.MA1	The data from common assessments and district assessments will show evidence of effectiveness. PLC artifacts will support the implementation.	Stone, David	8/24/2015	PLC notes and artifacts, including reflections from lessons utilizing the new resource will be documented. Student growth data will be charted and analyzed.	6/10/2016 monthly
G1.B2.S3.MA1	Leadership will conduct walk through observations while teachers utilize the resources.	Stone, David	8/24/2015	Lesson plans will document the use of the resources and walk through data will provide evidence of use.	6/10/2016 monthly
G2.MA1	AVID Strategy Survey results, walk-through data, PLC minutes documenting discussions of AVID strategy use.	Telemko, Frank	8/24/2015	PLC minutes and agendas, professional development sign in sheets, and strategy checklist located in each teacher's Professional Portfolio.	6/10/2016 quarterly
G2.B1.S1.MA1	AVID Site Team members will meet with grade-level PLCs to survey teachers on the use of strategies and their effectiveness. Team members will answer questions and offer assistance as needed.	Steirer, Shelia	8/24/2015	Results of AVID Strategy Survey given to PLC Teams, walk-through data that shows use of AVID strategies.	6/10/2016 monthly
G2.B1.S1.MA1	Leadership team members will attend AVID Site Team meetings, assist with AVID strategy implementation, support AVID strategies through walk-through comments, and support professional development.	Steirer, Shelia	8/24/2015	AVID Site Team meeting minutes, walk-through data, professional development sign-in sheets, AVID strategy checklists.	6/10/2016 monthly
G2.B2.S1.MA1	Review of the common assessment data with subject area PLC teams through data chats.	Stone, David	8/24/2015	PLC artifacts that reflect professional development activities and PLC minutes including the use of formative assessments designed based on common assessment results.	6/10/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.MA1	Analyze survey results and reflection sheets for specific staff needs. Copies of common assessments and data will be available for administration to review.	Steirer, Shelia	8/24/2015	survey results, assessment results and instructional designs based on results, copies of assessments.	6/10/2016 quarterly
G2.B1.S2.MA1	Teacher talk during PLC group highlighting best practice strategies found from resources and AVID Team. Using teacher artifacts and evidence from Domains 2-4 (Marzano).	Telemko, Frank	8/24/2015	PLC minutes, meeting agendas, faculty meeting agendas that include sharing of best practices, PD sign-in sheets, Look for data from walk-throughs.	6/10/2016 quarterly
G2.B1.S2.MA1	Utilization of district and school AVID wide resources. During classroom walk-throughs, administration and resource teachers will develop and use look-for data to monitor use of strategies.	Steirer, Shelia	8/24/2015	Look-for data from classroom walk-throughs, PD sign-in sheets, AVID Strategy Survey checklist, Reflective Visit narrative.	5/23/2016 monthly
G2.B2.S2.MA1	Evidence of student learning gains gathered from district and common assessments.	Stone, David	9/3/2014	Student data results including STAR and district quarterly assessments.	6/5/2015 quarterly
G2.B2.S2.MA1	Review of data analysis of common and district assessments.	Stone, David	9/3/2014	data analysis summary and action plan for remediation and enrichment.	6/5/2015 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. Provide rigorous standards-based math instruction and implement effective teaching strategies.

G1.B1 Ineffective collaboration methods among teachers in their departments.

G1.B1.S1 Administration and facilitators will model effective PLC problem solving processes. Leadership Team members will participate in the PLC to help guide the team in effective PLC practices.

PD Opportunity 1

Professional development and use of school leadership team.

Facilitator

Various staff

Participants

Faculty and Staff

Schedule

Monthly, from 8/24/2015 to 6/10/2016

G1.B2 Under utilization of available academic resources.

G1.B2.S2 Professional development on effective use of data

PD Opportunity 1

Provide teachers with Professional Development on data resources and how to effectively utilize the data for instructional planning purposes, specifically STAR data and iReady data

Facilitator

Sheila Steirer and Rebecca Rutkowski

Participants

All staff

Schedule

Every 6 Weeks, from 8/24/2015 to 6/10/2016

G2. To use AVID Schoolwide to shift and transform the instruction, systems, leadership, and culture of the school, to ensure that all students improve academic performance by having rigorous and effective tier one instruction.

G2.B1 Teacher buy-in and the follow through with AVID school-wide expectations

G2.B1.S1 Professional Development on effective use of AVID process.

PD Opportunity 1

AVID Professional Development and PLC stages

Facilitator

Amanda Bartlett, Amy Henson, Sheila Steirer

Participants

All NCMS Teachers and Staff

Schedule

Monthly, from 8/24/2015 to 6/10/2016

G2.B1.S2 Organizing and development of resources for teachers to understand AVID high yield strategies and best practices.

PD Opportunity 1

Reintroduce specific AVID strategies to faculty and staff in order to maximize student engagement and increase instructional time.

Facilitator

AVID Site team and Literacy Coach

Participants

Instructional teachers

Schedule

Monthly, from 8/24/2015 to 6/10/2016

G2.B2 Ineffective use of PLC time and improper implementation of the PLC process.

G2.B2.S1 Present school-wide training on effective PLC practices. Present model PLC teams for teachers to observe and reflect on as their PLC teams continue to evolve. Present strategies to help PLC teams move from Stage 3 to Stage 6 and 7.

PD Opportunity 1

Professional Development related to PLC best practices and standards-based, common assessments.

Facilitator

Sheila Steirer, David Stone, Marisha Smalling, Jennifer Johnson, Shaunacey Powell, Iraida Zambrana, Andria Jurgens

Participants

Instructional Staff

Schedule

Every 6 Weeks, from 8/24/2015 to 6/10/2016

PD Opportunity 2

Workshops that demonstrate planning and implementation of standards-based, common assessments.

Facilitator

Sheila Steirer, David Stone, Marisha Smalling, Jennifer Johnson, Shaunacey Powell, Iraida Zambrana, Andria Jurgens

Participants

Instructional Staff

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

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	Professional development and use of school leadership team.				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	750-Other Personal Services	0040 - Narcoossee Middle School	School Improvement Funds		$1,500.00
			Notes: Provide Saturday academic classes to spiral math and science curriculum			
	5100	510-Supplies	0040 - Narcoossee Middle School	School Improvement Funds		$500.00
			Notes: iReady professional Development			
2	G1.B2.S1.A1	Grade level and subject area groups will establish norms and utilize PLC groups effectively, create common assessments, share data and develop engaging lessons.				$700.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000	510-Supplies	0040 - Narcoossee Middle School	School Improvement Funds		$700.00
			Notes: Notes			
3	G1.B2.S2.A1	Provide teachers with Professional Development on data resources and how to effectively utilize the data for instructional planning purposes, specifically STAR data and iReady data				$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	510-Supplies	0040 - Narcoossee Middle School	School Improvement Funds		$2,500.00
			Notes: iReady workbooks			
4	G1.B2.S3.A1	Schedule district resource personnel to demonstrate the use of resources available of teachers.				$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	750-Other Personal Services	0040 - Narcoossee Middle School	General Fund		$1,200.00
			Notes: Train teachers on iReady math and Professional Development Tuesday			

Budget Data

5	G2.B1.S1.A1	**AVID Professional Development and PLC stages**				**$2,750.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	750-Other Personal Services	0040 - Narcoossee Middle School	School Improvement Funds		$2,750.00
			Notes: AVID Acceleration			
6	G2.B1.S2.A1	**Reintroduce specific AVID strategies to faculty and staff in order to maximize student engagement and increase instructional time.**				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	510-Supplies	0040 - Narcoossee Middle School	School Improvement Funds		$1,000.00
			Notes: Classroom supplies(textbooks, resources texts) for Social Studies and ELA			
7	G2.B2.S1.A1	**Professional Development related to PLC best practices and standards-based, common assessments.**				**$0.00**
8	G2.B2.S1.A2	**Workshops that demonstrate planning and implementation of standards-based, common assessments.**				**$850.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0040 - Narcoossee Middle School			$0.00
			Notes: Notes			
	5100	510-Supplies	0040 - Narcoossee Middle School	School Improvement Funds		$850.00
			Notes: Substitute teachers, Teachers will be trained to use Achieve 3000 and implement AVID Strategies			
9	G2.B2.S2.A1	**Conduct data chats during monthly PLC meetings.**				**$0.00**
					Total:	**$11,000.00**